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ABSTRACT

Neither the Oklahoma public schools nor vocational rehabilitation had the resources requisite to an adequate preparatory program for educable mentally retarded children. Thus, a number of meetings, attended by public school and rehabilitation personnel, resulted in the decision to pool the resources of both into a cooperative program designed to bridge the gap between school and employment. The purpose of this cooperative effort was to provide a meaningful and constructive school program with holding power, more adequate preparation, an opportunity for employment, and satisfactory adjustment for the educable mentally retarded of the community. To facilitate the cooperative program, a research and demonstration grant was approved for a 3-year study. This document is the final report of that project. Major sections of the report include: (1) Program of Rehabilitation and Educational Services, (2) Project Developments, (3) Implications, and (4) Conclusions and Recommendation. (Author/JS)

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# A
# Cooperative Program
# of
# Special Education - Vocational Rehabilitation

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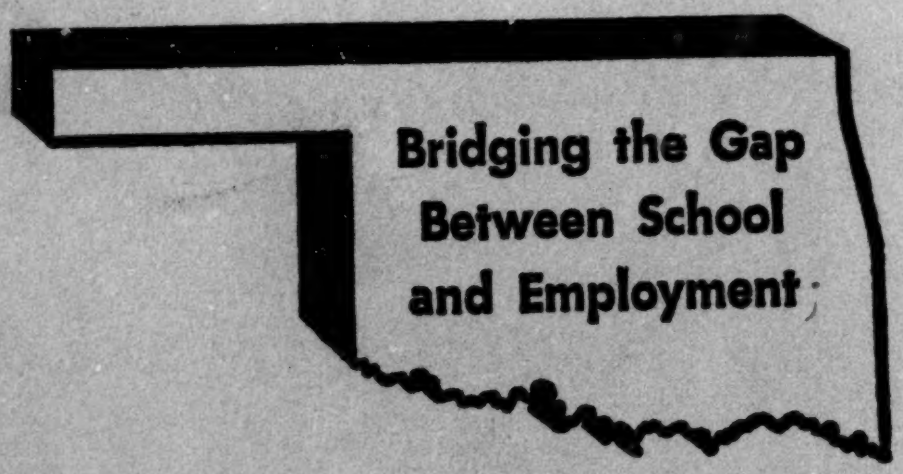


OKLAHOMA REHABILITATION SERVICE
DIVISION OF
THE STATE BOARD FOR VOCATIONAL EDUCATION

VT013325

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# FINAL REPORT
of a
# RESEARCH AND DEMONSTRATION PROJECT
Conducted by
The Oklahoma Vocational Rehabilitation Service
and
The Oklahoma City Public Schools
in cooperation with
The Oklahoma Division of Special Education

## A COORDINATED PROGRAM
OF
## REHABILITATION AND EDUCATIONAL SERVICES LEADING TO PERMANENT JOB PLACEMENT FOR DISABLED HIGH SCHOOL STUDENTS

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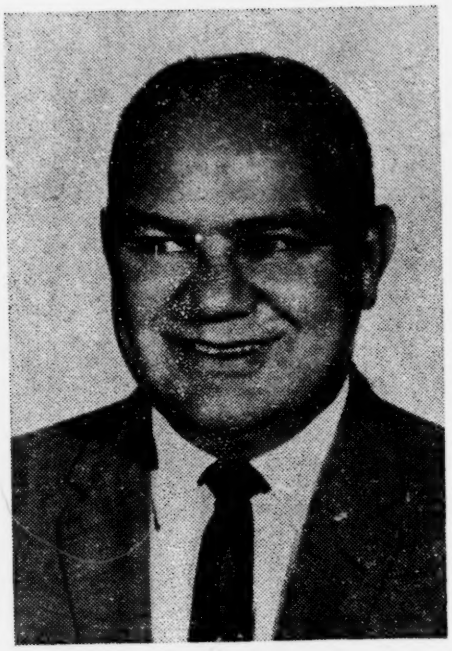

Joe Lawter

## DEDICATION

This report is dedicated to Joe Lawter, Principal, Central High School, who gave so willingly and generously of his time, encouragement, experience, advice, inspiration, and understanding to the problems and needs of the educable mentally handicapped.

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## FOREWORD

Special classes for educable mentally retarded children were initiated in Oklahoma in 1945. The program of special education has suffered from lack of funds from the very beginning. In spite of this, however, the classes in the elementary grades of those schools that have the program have proved adequate to the needs of the children involved.

Due largely to lack of funds, and partly to the lack of trained teachers, there have been relatively few classes for the mentally retarded at the secondary level. Also, there was increasing evidence that those classes operating were not adequately meeting all the needs of the individual student.

Classroom teachers, finding that the "slow learners" could not master many of the subjects offered, tended to expect less of this group, resulting in a low-grade offering, which at best did little to hold the interest of the student, or to prepare him to meet the demands of society. The lack of purposeful and constructive meaning for the slow learner was dramatically demonstrated by the large number of dropouts at the secondary level, too often accompanied by juvenile delinquency or other evidence of individual maladjustment.

The search for a new approach to the preparation of the slow learner for a happy, productive life led to a combining of the program of Special Education at the secondary level with that of the Oklahoma Rehabilitation Service.

For many years the mentally retarded had presented a problem to the Vocational Rehabilitation Division. Too often the educable mentally retarded individual did not come to the attention of Vocational Rehabilitation until he had reached the approximate age of thirty. By that time the individual usually had experienced years of frustration and defeat, was poorly motivated, had acquired poor work habits, if any at all, had several children, and was dependent on welfare agencies for support. Under these conditions the probabilities of successful rehabilitation were considerably lessened, and the services and costs required were proportionately increased.

Neither the public schools nor vocational rehabilitation had the resources requisite to an adequate preparatory program for these young people. A number of meetings, attended by public school and rehabilitation personnel, resulted in the decision to pool the resources of both into a cooperative

program designed to "bridge the gap" between school and employment.

The purpose of this cooperative effort was to provide a meaningful and constructive school program with holding power, more adequate preparation, an opportunity for employment, and satisfactory adjustment for the educable mentally retarded of the community.

To facilitate the cooperative program, a research and demonstration grant was approved by the Vocational Rehabilitation Administration, Department of Health, Education, and Welfare, for a three-year study. The study was initiated in Oklahoma City Central High School in March 1961. The demonstration proved so effective the program has been adopted by the State Board of Education as the state program for secondary special education. The program is presently operating in nine Oklahoma City secondary schools, three Midwest City schools, two Tulsa schools, one school in Stillwater, and one school in Bartlesville. Applications are currently being processed to initiate the program in other schools.

The new program with its innovations is in keeping with the efforts of public education to provide better preparatory services for our citizens of tomorrow. It has many implications, both for the individual and for society, in dealing with the problems produced by a rapidly changing world. Chief among these is the conservation of human values and material resources through a program which provides preventive as well as remedial measures.

Oliver Hodge

OLIVER HODGE, State Superintendent
DEPARTMENT OF EDUCATION
STATE OF OKLAHOMA

# ACKNOWLEDGMENTS

Although it is impossible to express gratitude specifically to each of the individuals, groups, and institutions who participated in this research and demonstration project, we should like nonetheless to mention a few of those without whose assistance this study would not have been successful.

We should like to acknowledge the faithful cooperation and assistance given by Dr. Oliver Hodge, State Superintendent of Public Instruction; A. LeRoy Taylor, State Director of Special Education; Dr. Jack Parker, Superintendent of Oklahoma City Public Schools; and Voyle C. Scurlock, Director of the Oklahoma Vocational Rehabilitation Service. Without their continuous and able efforts and willingness to make changes in their traditional programs, this demonstration could not have succeeded.

We are particularly indebted to Dr. Robert Phillips, Director of Pupil Services of the Oklahoma City Public Schools, for consultation and guidance in the field of psychology and for directing the weekly staffing sessions. We would especially like to acknowledge Mrs. Manon Harmon, Don Shane, and Wesley Driggs, supervisors from the Oklahoma City Public Schools, who served in a liaison capacity between the project and the City Board of Education.

The greatest debt, of course, is to the teachers, counselors, and other personnel in the project, who gave untold hours of their time; and in particular to Mrs. Jewell Reeves, Mrs. Frances Orren, Clinton Wells, Mrs. Ladell Peterson, Jimmy Prickett, Frank Addison, Mrs. Mary Robertson, and Mrs. Ina May Lawter, whose time, energy, and interest promoted the project most efficiently and effectively. A special commendation goes to Kenneth Poverud and Mrs. Grace Stephens for their part in developing a Materials Center for the project. We are also grateful for the outstanding services of Carroll Hostetter, Technical Project Director, and Jack Massey, Vocational Rehabilitation Counselor. In addition, we would like to express thanks to the Vocational Rehabilitation counselors and teachers of the cooperating schools. Although they did not work directly with the Central High School Project, they were instrumental in expanding the project to other schools in the Oklahoma City area.

We would also like to express appreciation to Dr. Gene Shepherd, Coordinator of Curriculum, and Dr. Bill Lillard, Director of Secondary Education, who were instrumental in incorporating the project findings into other schools in the city. A like appreciation is extended to Maurice Walraven, Assistant State Director of Special Education, who was primarily

responsible for expanding the program into schools outside the Oklahoma City area.

Appreciation is extended to Mrs. Reba Ruster who compiled the report, and to the secretaries who spent considerable time typing the manuscript.

Acknowledgment is extended to the many public and private organizations and civic clubs in the Oklahoma City area whose cooperation and assistance made it possible for the student-clients of the project to obtain the services and experiences which they needed for growth and progress in the workaday world.

Our debt of gratitude to the pioneering work in the Special Education-Vocational Rehabilitation cooperative program, accomplished by Doyle Best, Regional Representative, Vocational Rehabilitation Administration, and by the Vocational Rehabilitation Division of the Texas Education Agency, is gratefully acknowledged.

CHAPTER I.

# INTRODUCTION

The Oklahoma Public Schools and the Oklahoma Vocational Rehabilitation Service have a long and successful history of cooperation in providing services to the physically handicapped student. Neither agency had, however, through the years, provided the type and degree of services which would enable the mentally handicapped or emotionally disturbed student to take his place as a productive member of society.

## PROJECT SCHOOL SETTING

The first high school established in the Oklahoma City area, Central High School, is a typical downtown school which has experienced all the normal changes that an expanding urban area undergoes. The instructional program has changed over a period of years from a strictly college preparatory to a non-college general educational type of curriculum with emphasis on vocational training. The student body is composed of 54% Caucasian, 28% Negro, 10% Indian, and 8% Mexican.

The school serves an area of culturally deprived families, and approximately 80% of the students come from extremely poor socio-economic environments. The income of the average family in the area is approximately $2,000 annually. It has been estimated that from 30% to 35% of the families receive some type of public or private assistance.

Central High School has more handicapped students per capita than any other known Oklahoma school of comparable size. The average intelligence quotient of the student body is 88, and there is an average achievement deficiency of two to three years.

A special education program has served partially to identify the educable mentally retarded and the emotionally disturbed students. This program has effectively demonstrated the need for additional services which the school could not traditionally provide.

## OKLAHOMA REHABILITATION SERVICE

Rehabilitation services in Oklahoma are provided by the Vocational Rehabilitation Division of the State Board for Vocational Education. The basic aim of this agency is to provide services which will enable the handicapped individual to become self-supporting by utilizing whatever abilities he has to the fullest possible extent.

Referrals to the Rehabilitation Service come from many sources. The schools have, however, traditionally provided almost 20% of the total number of referrals to the agency. As a general rule, these have been students nearing graduation who had some type of physical impairment which would prevent them from securing and holding satisfactory employment.

Public Law 113, enacted in 1943, resulted in the expansion of rehabilitation services to the mentally retarded and emotionally disturbed. These individuals when referred, were usually older adults who had developed, over a period of many years, an attitude of failure and defeat. Training or successful job placement for this group of people had proved to be most difficult.

A very limited number of rehabilitation facilities within the state offered token training possibilities for the large group of mentally retarded people who needed the services of the agency. The few facilities which were available largely lacked a program of services which was effective in preparing these individuals for successful employment.

The experience of the personnel in the Oklahoma Rehabilitation Service, in dealing with the mentally retarded and the emotionally disturbed, had been quite limited. Much of the experience which had been gained was of a negative nature. The clients from these two disability groups were, as a general rule, poorly motivated, lacking in job skills, and deficient in work habits.

The combination of factors within the Oklahoma Public School System and the Oklahoma Rehabilitation Service made it imperative that an expanded program of education and rehabilitation be developed for these disability groups. Such a program to be effective should focus the strengths of both agencies on the individual student. First, the students had to stay in school in order to take advantage of the new program. The schools had estimated that 73% of the mentally retarded students dropped out prior to completion of the prescribed curriculum. Second, an educational curriculum and program of rehabilitation services which could be fitted to the individual student had to be developed. Third, the Rehabilitation agency had to make provision for the continuation of services to these groups of students after their formal educational program terminated.

## PROJECT PLAN

The project plan was of a cooperative nature between the Oklahoma City Public Schools, the State Division of Special Education, and the Oklahoma Vocational Rehabilitation Service. The purpose of the project plan was to focus intensive rehabilitation and educational services on a group of physically handicapped, mentally retarded, and/or emotionally disturbed high school students, in order to demonstrate the effectiveness of these services in providing job placement opportunities.

The plan, as originally developed, contained three specific aims:

1. To provide services which will eventuate in a permanent job placement for a select group of disabled high school students.

2. To arouse and enlist the community support and interest in the vocational placement of disabled students.

3. To establish a mutually facilitative relationship between a large public high school and a state rehab-

ilitation agency which will enhance the services of each.

At the end of the first year of operation, experience showed that a large percentage of the potential project student-clients was dropping out of school before they could be served by the project team. A study, made at that time, revealed that 28% of the eighth grade special education students did not enroll in the ninth grade. The same study revealed a 56% loss of students from the eighth to the tenth grades. Thus, it seemed that many of the disabled students came to the conclusion that they were at the "end of their academic rope" and could no longer benefit from any of the educational programs.

As a result of these findings, plans for a prevocational unit to be instigated at the junior high level were included with the application for continuation for the second year. This project modification was approved, and during the last two years of operation, a prevocational unit was included in the project plans.

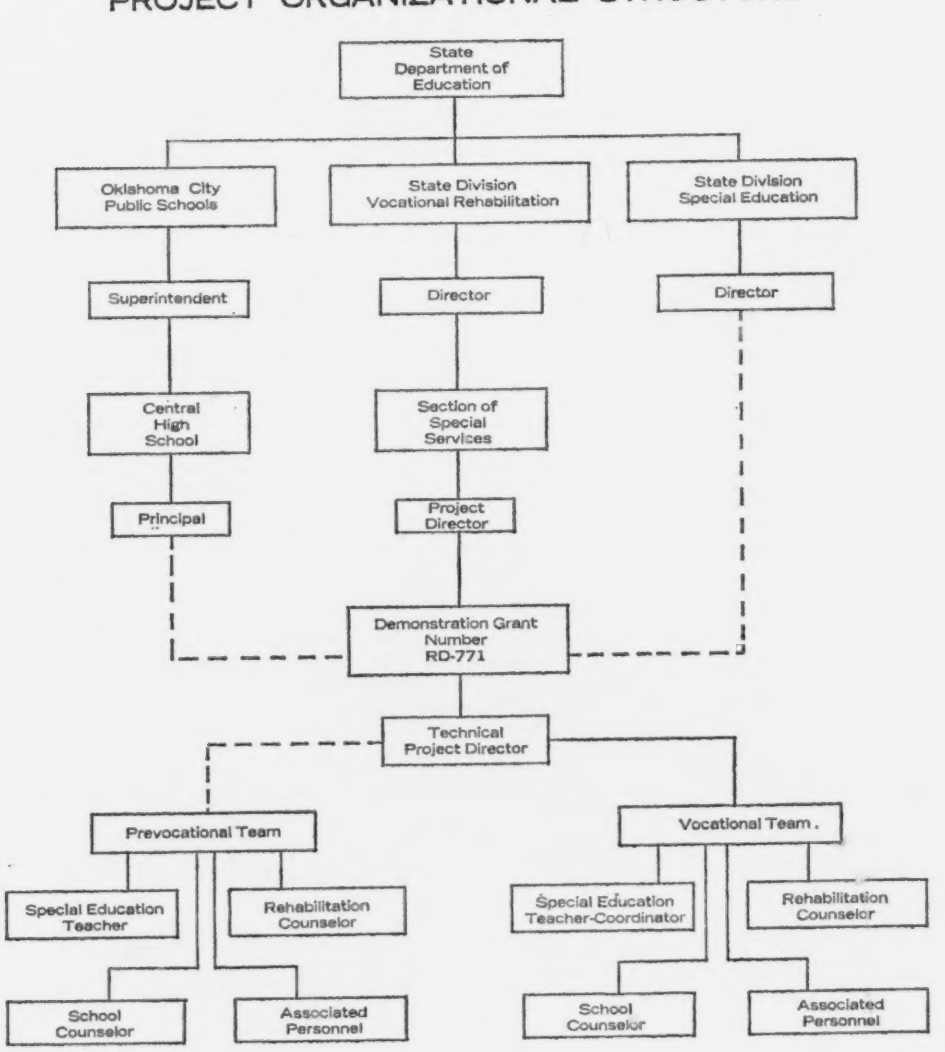
One other major modification of plans was made during the term of this study. Early in the program it became apparent that the problems exhibited by the emotionally disturbed student were sufficiently different from the problems presented by the mentally retarded to necessitate a separation of the types of services offered these two groups. Accordingly, a request was made and granted to restrict the present study to the development of a program of services for the educable mentally retarded. Realizing, however, the need for rehabilitation services to other disability groups at an early age, the vocational rehabilitation counselor assigned to the project served the physically handicapped and emotionally disturbed students who could profit from regular rehabilitation services.

## ADMINISTRATIVE STRUCTURE

During the course of this study, particular attention was given to the administrative structure of the Special Education-Vocational Rehabilitation Program. Every effort was made to integrate completely the services of the cooperating agencies into one functional unit with the rehabilitation of student-clients the main objective. The organizational structure, as shown in Chart I, provided the framework for the program of educational and rehabilitation services outlined in Chapter II.

CHART I

PROJECT ORGANIZATIONAL STRUCTURE



## CHAPTER II

# PROGRAM OF REHABILITATION AND EDUCATIONAL SERVICES

The Special Education-Vocational Rehabilitation Program was initiated March 1, 1961, in Central High School. During the remainder of that school year, the project operated as a pilot study.

The summer months were used for internal planning and intake work. The vocational rehabilitation counselor, school counselors, and school liaison personnel met regularly during the summer to complete plans for the project operation. During this time, it became apparent that the team approach would be necessary in order to effectively implement the program.

The first complete school project year began in September 1961, with 59 student-clients. The vocational rehabilitation counselor completed the necessary procedures for the acceptance of these clients on his case roll. The Oklahoma City school provided as many services as were possible, such as physical examinations by the school doctor, psychological evaluations by the school psychologist, and case history information from the school's cumulative records.

Curriculum and staffing committees were formed in order to meet some of the general needs of the new project. These two committees met regularly to work out a usable curriculum guide and plan a functional staffing procedure.

Plans were made to involve all personnel with intensive sessions of staffing. These sessions had as their objectives: to understand the student-client and his problems; to develop a general plan of education and rehabilitation; and to develop, through supportive structure, group and individual insights.

The teacher-coordinators, vocational rehabilitation counselor, and other specialists met regularly with the school liaison personnel to develop new techniques for the classroom. The classroom, in effect, became a living laboratory for the development of the many new ideas for the education of this group. Ideas came from all sources, and many were tried. Some were rejected after trial, some were kept, and others are still being tried.

## PRESENT OPERATION OF THE PROGRAM

During the period this project has been in operation, many changes have been made. The project has stressed new ideas and the trial and evaluation of new procedures, processes, and techniques. There has been an extensive feeling of freedom on the part of project personnel to develop and try new concepts in education and rehabilitation. Along with the dynamic program aspects, the organizational plan has provided a basic philosophy and structure which allowed and encouraged these innovations, changes, and modifications in program techinques and content.

## The Role of the Oklahoma Rehabilitation Service

The Oklahoma Rehabilitation Service played three distinct roles during the project period. The first of these was the provision of case services to individual student-clients within the project. In this manner, the rehabilitation services of counseling, guidance, diagnostic procedures, training, physical restoration, treatment, placement, and follow-up were brought to these individuals at an early period in their lives. The provision of case services for the student-clients was accomplished through the assignment of a vocational rehabilitation counselor within the school setting.

The second role, that of in-service training for project personnel, involved both the vocational and prevocational aspects of the program. This role was implemented through extension classes from the University of Oklahoma, made possible by consultant funds granted through the project. These classes were organized as an attempt to increase the understanding, insight, and skill of project personnel so that the student-clients would benefit by an improved curriculum that met their needs.

The third role of the Rehabilitation Service was to serve as liaison to community agencies in an effort to secure services which were not available through the schools or vocational rehabilitation. Public and private agencies were contacted by vocational rehabilitation personnel to further community interest in the project and develop acceptance of the student-clients.

## The Role of the State Division of Special Education

The State Division of Special Education has performed many important functions within this project. The responsibilities of that Division to the State Department of Education fall within seven categories. These are: approving special education programs after they have met the minimum standards; recommending available funds to the qualifying districts; promoting in-service training for teachers; collecting and reporting information; assisting in public relations; acting as a consulting agency; and developing a well-rounded special education program for the state.

The Division of Special Education performed each of these seven functions in relation to this special project. The Special Education Division has been very active in presenting the program to the public, and, in particular, to school personnel. The philosophy of the division in regard to this area has been well-stated in the following quotation:

> The Division feels this program, properly implemented, can provide mentally handicapped youth of high school age with a realistic program—a program which will provide the needed transition from school to work. By combining academic skills with job skills, additional motivation will be generated, causing greater interest in staying in school until their program is completed. The Division is concerned that the primary function of education is not forgotten and, therefore, will continue to provide consulting and supervisory services so as to help the local districts maintain the best educational program possible.

## The Role of the Oklahoma City Public Schools

The role of any public school is to provide quality education for all students regardless of their physical or mental capacities. The public schools in Oklahoma City viewed this as their major responsibility both within and without the project. They played four additional roles which were specific to the project operations.

The integration of rehabilitation services within a public school setting constituted the first of these roles. This involved a revision of basic philosophy and thinking among many school people which was not easily achieved. The location of the physical facilities of the project in the school setting helped, in some small measure, to achieve this integration. More important, however, was the attitude of the administrative staff of the school. The attitude of service to this disability group, which fostered the development of this project initially, was continually present during the period of project operations and was largely responsible for the successful assimilation of the study into the ongoing operations of the school system.

The second role, which the public school system played, was the encouragement of an attitude of experimentation. This resulted in the development of new processes, techniques, and methods which have served the project well.

The third role of the public school was making available to the project staff the large store of knowledge which had been obtained through many years of experience in public education. For example, the school psychologist, school counselors, the principal, and other administrative officials participated regularly in the staffing procedures. This working relationship resulted in the mutual benefit and understanding for both groups.

The fourth role was contributing a vital part to project decisions. As shown in the administrative chart, school and rehabilitation personnel were on equivalent levels throughout the project. This resulted in joint decisions being made by personnel of both agencies. These decisions, therefore, reflected the knowledge, philosophy, and skills of both professional groups.

## Personnel

The selection of personnel was a vital factor in the quality, strength, and over-all success of this program. Of primary consideration in all selection procedures was the need for personnel to be aware of the characteristics and potentials of the educable mentally retarded.

Many techniques, different from those the regular classroom teacher uses, were required for working with these educable mentally retarded young adults. The problems of the student-clients demanded a flexibility on the part of the staff that was not so evident in a normal teaching situation. Individual staff members needed a high degree of personal maturity, stability, empathy, and flexibility.

The initial staff of the project was composed of a group of professional individuals who fully realized the need for a sequential program with extended goals. They were people who knew their limitations and could discuss them freely within the staff.

Due to changing personnel assignments, none of the persons who worked in the project during its initial developmental stages was functioning in the same position at its completion. Changes occurred, in part, because the philosophy and ideals embodied in the plan so adequately fulfilled the need felt by many schools that similar programs were soon initiated in other school settings. Thus, the demonstration project itself became a type of training program for both school and rehabilitation personnel who have gone into other settings to begin programs of a similar nature.

The principal of the school performed the following duties in regard to the cooperative program: administration of the special education program; coordination of existing school services with the rehabilitation program; arrangement of housing for the program; provision for access to school records and evaluations; and general consultative assistance as needed.

The duties of the vocational rehabilitation counselor, who served as technical project director, included: serving as a member of the special education-vocational rehabilitation team; determination of eligibility for those accepted by the Oklahoma Rehabilitation Service; determination of nature and scope of vocational rehabilitation services; supervision of job training and employment stations of student-clients; approval of expenditures for services; approval of vocational rehabilitation plans; and consultation with the school personnel on all matters pertaining to the project.

The project started with two teacher-coordinators. They were individuals who had served as special education teachers in the school system prior to the initiation of the demonstration project. Work as a teacher-coordinator in a program of this nature required some basic changes in philosophy and goals. Every effort was made in the selection process to obtain individuals who were capable of making these shifts and changes. The duties assigned included: serving as a member of the team; preparation and maintaining of case records and reports; supervision of job training; home and job visits; participation in curriculum development; supervision of student-clients in the school setting and on-the-job assignments; consultation with vocational rehabilitation and classroom instruction in the required subject areas.

The school psychologist provided valuable services in the initiation and continuing phases of the project. His most important duties in this respect were: serving as discussion leader of the staffing team; guidance of the teacher-coordinators and vocational rehabilitation counselor toward a more thorough understanding of the student-client's behavior, personality make-up, and potential; and the provision of psychological testing services.

The school counselor was also an active member of the project team. He served as a member of the staffing team; maintained the school records of student-clients; scheduled classes; and evaluated school credits of each student-client.

During the second and third year, the project included a prevocational unit designed to assist the younger student to remain in school. This unit included eight people — six junior high school special education teachers, one junior high school counselor, and the rehabilitation counselor. One of

the primary duties of the prevocational staff was revision of the curriculum at the junior high level.

The materials center, established during the second project year, served both the vocational and prevocational units. The director of this center served as a member of the prevocational team; procured materials, textbooks, curriculum guides and supplies for use in the classroom of the special programs; helped the teachers evaluate materials for classroom use; and supervised the materials center clerk.

As a result of increasing interest shown by other city schools in obtaining a similar program, a school liaison person was designated at the beginning of the second project year. The duties of this person were to keep the school administration informed of project activities; to interpret the program to principals of other interested schools; and to assist in the development of special education-vocational rehabilitation programs in those schools.

**Intake Procedure**

A student in the Oklahoma City public schools was placed in a special education class on the basis of an intelligence quotient as measured by individual testing, within the range of 50-75, or by recommendation of the school psychologist. When the student reached the project school, his records were reviewed by the project team. If the student appeared to be eligible for the special education-vocational rehabilitation program on the basis of the review, he was interviewed by the rehabilitation counselor and basic data needed in the rehabilitation process was obtained.

It should be noted that many of the students recommended for the program had been in special education the major portion of their school life. However their re-evaluation revealed that many obtained intelligence scores above the recommended range. These students were staffed by the project team, and, if the diagnosis indicated functional retardation to the degree that they would be eligible for rehabilitation services, they were accepted as referrals.

The available social and school information was compiled, and the teacher-coordinator and rehabilitation counselor visited in the home of the referral. During the visit, objectives of the program were explained to the parents or guardian and their cooperation encouraged. Also, during this visit, the social and vocational history and economic status of the home were obtained. In most instances valuable insights into the family structure were gained. Permission was secured to obtain other medical, social or psychological data, that would enable the team to work effectively with the student-client. Those students, who, through diagnostic examinations and evaluations, were found eligible, were accepted in the project.

**Basic Training of Student-Clients**

The greatest difficulties of the student-clients, which the basic training attempted to overcome, were: adjusting to other people; limited abilities; an unwillingness to follow directions; a lack of understanding of relationships with employers and other employees; a lack of realism in planning

for the future; and a lack of realistic appraisal of the possibilities of employment.

An awareness of these factors did not make the basic training of the student-client simple or easy. It did, however, create some implications for the material presented and the type of classroom structure that was conducive for this training. Because the student-clients need individual help and instruction, the project team had to find individual ways and methods to increase the potential for life and work adjustment.

The student-client received training and found help by interacting with his peers and the adult members of the project. He learned to relate to others and to respect their property rights and personal worth. He gained insight into his abilities and potentials by performing tasks within his capabilities. He studied employer-employee relations and the various characteristics of many jobs so he could gain some understanding of the requirements of each.

The basic project experiences for student-clients within the vocational program began when the students reached the tenth grade. The program was designed to provide great flexibility in dealing with the individual needs of each student-client. Essentially, the program was a school-work experience in which the student-client attended special classes during part of the day and worked the remainder of the day. The program flexibility was achieved by adjustment in the number of hours the student-client spent in school, the content of the instruction, the number of hours worked, and the types of work experience.

The basic training for these student-clients was provided, in large part, within the classroom setting. The classroom training was aimed at developing the attitudes and characteristics which would enable the student-client to become a successful worker and citizen. In most instances, this training was not designed to assist the student-client in a specific type of employment, but to develop an ability for different kinds of performance that might be used for many types of realistic vocational objectives.

The project personnel developed three distinct areas of classroom instruction. Each was new in that it had never been offered on an appropriate level for the mentally retarded.

The development of work areas in the classroom was one of these instructional changes. This involved dividing the classroom into two separate areas, one to be used as a classroom and the other to be used as a work area. Figure 1 shows the physical arrangement of this classroom.

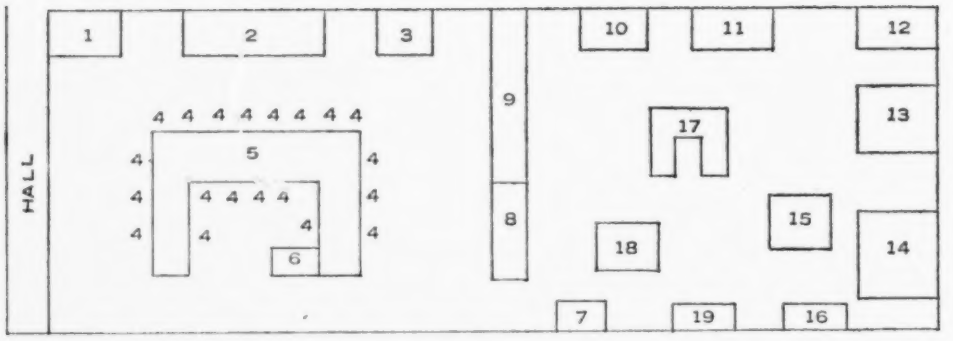



**Figure 1**

1. Placebo Board (homemade teaching aid)
2. Varied reading materials
   Pleasing and informative bulletin board displays
   Basic textbooks (math, English, history, government, vocations)
   Adequate reference books and materials
3. TV set
   Tape recorder
4. Seating for 20 students
5. Students' table
6. Teacher's desk, chair, and file
7. Electric check-in and check-out clock (IBM)
8. Bookcases
9. Storage cabinets
10. Typewriter and adding machine
11. Cash register and grocery scales
    Adequate supply of grocery cans and boxes with labels for practice as a stocker and a checker
12. Floor polisher, broom, mop, mop bucket, and window washing kit
13. Irons, lamps, and radios in need of slight repair; small electric fan
14. Bicycle, tricycle, and wagon
15. Automobile engine
    Charts concerning practical things such as anti-freeze, oil, grease
16. Shoeshine chair and supplies
17. Hobby table with hobby supplies, including plastic car, plane, and boat kits; supplies for soap carving; paint-by-number sets
18. Work table with
    Common plumbing repair supplies
    Set of carpenter's tools
    Set of wrenches and roller type tool box
    Common household tools
19. Bell telephone tele-trainer

Another area of classroom training was the development of driver's education for the student-clients. Project personnel, recognizing that most of the student-clients were driving without a license because of their inability to pass the written portion of the driving test, designed a nine-week unit in this area.

Forty students were enrolled in the first class. The paper and pencil portion of the examination required to obtain an Oklahoma driver's license was given at the beginning of the unit, and there were 35 failures. An equivalent form of the same test was given at the completion of the unit, and there were 37 passing grades.

Each class period was planned so that the first ten minutes were used for review, the next thirty minutes in the presentation of new material, and the last twenty minutes for work on individual worksheets. The worksheets were made from the **Oklahoma Driver's Manual.** At the end of each period the worksheets were evaluated and placed in an open file so the student-client could see his mistakes and correct them.

Extensive use of visual aids was made. The material for this presentation was taken from the **Oklahoma Driver's Manual** which served as the basic text for the unit.

Teaching assistance was provided by the Department of Public Safety which made a license examiner available to the class once each week, and by a safety education officer of the City Police Department, who met with the class once every two weeks.

The additional area of classroom training was the initiation of a homemaking curriculum. The units of the homemaking course, at all grade levels, were built around the needs of lower economic households since most of the student-clients in the project school were from very low socio-economic and culturally deprived backgrounds. Their homes fell short of the minimum requirements for adequate living. Small items, such as needles, thread, and buttons were often unavailable for garment repair. Personal grooming and health habits were rarely adequate and cleanliness was not stressed in their homes.

The curriculum in clothing emphasized using inexpensive cotton fabrics, proper laundering, and the alteration of garments. The least expensive, yet nutritious, foodstuffs were used in the food classes. The unit on family relationships was built around the socio-economic condition of the student-clients.

The course extended into the development of work programs whereby the student-clients could earn an income. The prevocational girls (8th and 9th grades) worked as baby sitters and home helpers, while the vocational girls (10th - 11th - and 12th grades) were employed in food service areas, as nurse aides, and as cook's assistants.

**Vocational Training**

Vocational training for the student-clients of this project was provided in a number of different settings. Specific vocational training was not provided for all student-clients, but only for those who could make use of training

in a specific occupational skill. Specific vocational training could be provided for the student-clients in lieu of work experience during the school session or at the completion of the school program.

Central High School has a vocational training program in which some of the student-clients were enrolled. The school offered cosmetology, auto mechanics, arts and crafts, upholstering, woodworking, and metal work. Many times the training offered the project student-clients was more for the purpose of establishing good work habits and correct use of tools rather than training for particular job skills. It was found, for instance, that basic training in the care and use of tools needed in the auto mechanics skill area was useful in a wide variety of employment objectives, ranging from garage clean-up man and mechanic's helper to wash and grease man in a service station.

State facilities and private workshops provided training in food services, janitorial services, shoe repair, upholstery, electrical appliances, carpentry, sewing, dry cleaning, and industrial sorting. The facilities of local workshops were used for many of the student-clients because they were able to provide evaluation, training, and short-term adjustment programs.

Many student-clients were placed directly in commercial establishments where they were supervised and trained by the management working in close cooperation with the project team. This arrangement was effective in those instances where employers preferred to train their own employees. Such establishments as cafeterias, cafes, bakeries, nursing homes, day nurseries, beauty colleges, and barber colleges were utilized for this type of training.

Making certain that the various on-the-job training facilities understood the limitations of the student-clients and were able and willing to work within these limitations was necessary. The trainers had to learn that much repetition was needed during the training process. Many areas amounted to no more than an exposure to the essentials because the student-clients were not capable of grasping the abstract ideas contained in the training. Most of the trainers learned to understand and work within the basic limitations of the student-client and to provide training which was both meaningful and adequate for the individual. The services of the vocational rehabilitation counselor and the teacher-coordinator were found to be indispensable in providing help and support for trainers.

Training was improved as the client was observed on a job. These observations provided information for more effective training of future clients. Training had to be evaluated continually to improve and strengthen the entire project.

**Staffing Process**

The school psychologist conducted weekly staff meetings which increased efficiency of communication among staff members and enhanced the understanding of psychological factors of the individual student-client, the group as a whole, and the staff interaction. The staffing process necessitated the project team becoming acquainted with the student-clients and each other, as well as with the total

project design. The original decision was to follow a structured procedure involving presentation of the strengths and weaknesses of individual student-clients. Definite areas of preparation and participation were delineated for each of the staff members. These areas are shown in the following outline:

**Teacher-Coordinator**

Preparation:

Selecting a recurring pattern of behavior in the following areas;

Peer relationships
in class
outside class

Relationship to teachers
in class
outside class

Habits
work habits
mannerisms

Learning strengths and weaknesses

Other areas

Participation:

Present to the group any anecdotal observations in the above areas;

Make as many hypotheses as possible to explain the student-client's behavior;

Through discussion and interaction by the group, decide upon those hypotheses that are most feasible for the group to implement;

Re-evaluate hypotheses; and
Plan steps to solve the problem and the role that the teacher-coordinator could play in solution.

**School Counselor**

Preparation:

Prepare a brief summary of the student-client's behavior as related to the total situation — interest, attitudes, goals; and

Obtain information about the family structure and the use of community resources.

Participation:

Present and interpret above preparation;

Assist staffing team in formulating tentative plans in regard to total school program;

Serve as resource person in regard to teaching aids and techniques; and

Act as liaison person with community resource groups.

**Vocational Rehabilitation Counselor**

Preparation:

Prepare a brief summary of the student-client's medical, psychological, and social history; and Obtain information about the student-client's work record and employment potential.

Participation:

Present and interpret above preparation;

Assist staffing team in formulating tentative plans for future medical or psychological evaluations and for aiding the student-client in job-conditioning; and

Serve as resource person in regard to the services available through vocational rehabilitation.

**School Psychologist**

Participation:

Function as a leader in encouraging the participation of staff members;

Summarize and help to interpret the information; and

Evaluation.

As the staff became better acquainted with the individuals enrolled in their classes, less need was felt to staff individual student-clients, and the teachers began to discuss their instructional functions. Staff members gradually began to examine their personal involvement and to plan for increased efficiency of operation between members of the team. In addition, examination of the administrative policies and communication channels was made to understand more clearly the goals and purposes of the project and to prepare suggestions for administrative action. For example, much time was devoted in an attempt to define the roles and areas of responsibility of the teacher-coordinator and the vocational rehabilitation counselor. By the end of the year, a usable degree of clarity was reached.

The second year brought with it a large staff turnover. All the staff originally involved in the project, with the exception of the school psychologist, were moved into new positions. In each instance, this entailed supervisory responsibilities within the project or responsibilities in expanding the project to other schools. The change in roles of various members, as well as addition of new members, made it necessary to become reacquainted and proceed through the normal process of any group. As in the previous year, interaction began at the least sensitive level, namely discussion of individual student-clients. This continued for some weeks until it was discovered certain individuals were of greater concern than others and repetitively were selected

for discussion. Staff concern was focused on those who created the greatest amount of disruption in the classroom situation, or who presented special problems to the project team. For example, in one situation two of the student-clients were involved in plans to marry. This situation had implications for their on-the-job situation and an impact on many others in the project. The staff became involved in family counseling before the problem was satisfactorily resolved.

As the school year proceeded, the staff entered into discussion about their educational philosophy. Differences were revealed to be related to differences in personalities of the teachers. The type of philosophy selected was that which most consistently met personal needs of the individuals and was reflected in the manner in which they conducted classes and related to students. To protect themselves and preserve their identities, the teachers argued about philosophy, indirectly inferring their individual procedure was the best and other procedures wrong. Upon encouragement to examine the interaction in more detail, it was revealed some felt the manner in which a teacher worked nullified or cancelled out the efforts of another teacher in matters such as discipline or amount of classroom freedom. Only after the intellectual limits of these problems were explored did the staff begin to examine their fear of personal criticism. The staff could not go into such sensitive areas as long as they felt danger of being evaluated. Individuals with administrative roles were excluded from the staffing and the presence of visitors and outsiders was discouraged. This made it possible for the teachers to go into personal differences. The staff reached the point where each seemed to understand what the other believed and became able to accept these differences. They recognized that people function differently, that this is a result of individual personality, and that there is no one right method with which to teach or relate to individuals or to counsel with them. The method which is best is that which most honestly reflects the personality of the individuals involved and gets results.

During this year the prevocational staffing team was organized. This team was composed of those individuals involved in the prevocational unit. The procedures utilized and the topics of concern to the team were reasonably similar to those of the vocational staffing team.

The third year brought another large change-over in personnel. In addition, the unit had moved physical quarters from a separate building to the main school building. The staffing process now involved only the teachers, vocational rehabilitation counselor, school counselor, and the psychologist. There was no formal preparation for each week's staffing and whatever the members spontaneously felt the need to discuss provided the topic of the session. This reflected the opinion that pressing problems would naturally arise if the staff were allowed a free discussion period.

After two years, enough experience and history were available to provide facts to replace the initial suppositions that too often represented what people wanted to believe rather than what realistically could be expected. The facts indicated that not all student-clients responded to the efforts either of school or vocational rehabilitation personnel. The staff encountered feelings of failure and spent some time during the third year complaining of the resistance of the student-clients and the social conditions they felt caused the problems of individuals.

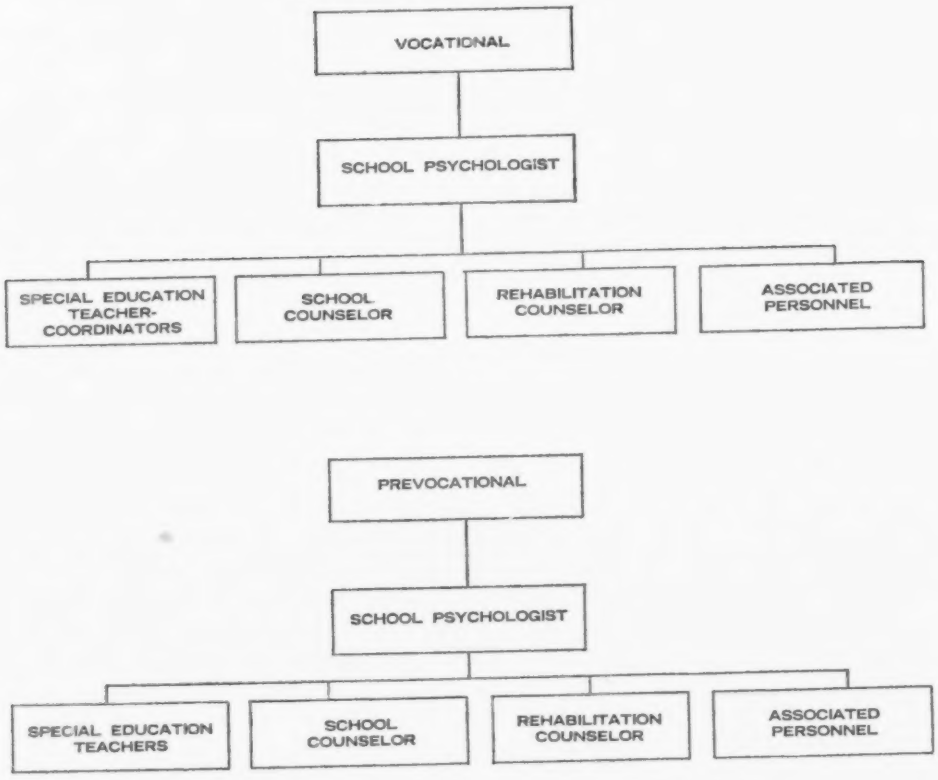
In addition, the staff felt that now instead of being the admired and envied group within the school, they were the "forgotten children" and were delegated the responsibility of the least responsive students. They began to feel rejected and somewhat discriminated against by the rest of the school. In truth, some special difficulty resulted from the unique schedules of the project student-clients and problems arose that could not have been anticipated from an administrative level and for which no rules and regulations had been formulated. But the staff's emotional reactions to these difficulties were exaggerated since most of the problems were those which would naturally occur when working with a group of handicapped children in a special setting. The exaggerated staff reaction was the result of coming face to face with reality and initially feeling somewhat defeated and depressed. As they began to look at this, the staff noted and agreed they were suffering some letdown. They seemed to be expressing the same attitudes of discouragement and discrimination so often verbalized by their student-clients. Talking about these feelings caused them to diminish gradually in intensity, and the staff then moved on to make constructive plans for the following year.

At this point, not all the problems have been resolved and some will never reach solution. The student-clients are educationally, culturally, and intellectually deprived. No one has the final answer as to the best method of aiding them. In the project, however, an opportunity was presented to work at a more intensive level and an earlier period than was ever before possible. The staffing process itself provided an opportunity for the expression of problems and irritations in an attempt to coordinate staff efforts. Within the process, examination of some of the factors that inhibit and interfere with the working of the individual members of the staff, as well as their coordinated effort, was possible. Usually the inhibiting factors found in most interpersonal situations were caused by anxiety related to such factors as fear of failure or criticism. The staffing process provided a sounding board for some of the frustrations and also the opportunity for all the positive aspects of the group to be mobilized through the help of a neutral, non-involved consultant.

Chart II shows the composition of the two staffing teams and the relationship of their members.

## CHART II

## STAFFING TEAMS




These basic organizations had two purposes:

1. Staffing of students for direction of personnel in solution of problems.
2. Creation of relationships which would provide a climate of self-direction for personnel working with student-clients.

## Counseling

Counseling of the student-client was a demonstration of complete teamwork. The school counselors, the vocational rehabilitation counselor, and the teacher-coordinator formed the counseling staff of the project. The majority of the student-clients came from a different socio-economic background than the project team members. Their attitudes, beliefs, concepts, and values varied considerably from those of the counseling staff. The counselors, therefore, had to accept the student-clients as they were, and had to be careful not to impose their standards on them. The only satisfactory solution to the student-clients' problems was a solution arrived at by the individual with the problem. With this in mind, the project team members made themselves available for on-the-spot incidental counseling as well as the more formalized and scheduled counseling sessions.

Counseling sessions, both incidental and formal, started with the admittance procedures and continued throughout the entire program. An attempt was made with each individual to help him solve his own problems so that at the time rehabilitation services were terminated he would not be in need of continuing counseling sessions. This objective was reached with varying degrees of success. As a general rule, the amount of counseling required by the individual became less during the last few months of services so that at the time the case was terminated the individual had gained sufficient self-confidence and self-reliance to enable him to meet his own needs. The counseling process changed during the last few months and became almost entirely a process of vocational counseling as opposed to the more strictly personal type of counseling which was required earlier in the process.

Some difficulty was experienced in the beginning of the program in delineating the role of each team member within the counseling situation. In general, the school counselor's role was that of providing counseling during the enrollment process, educational planning, and, on occasion, counseling services for personal and social problems. The role of the vocational rehabilitation counselor was primarily that of providing vocational and personal adjustment counseling. The student-clients' primary contact was with the teacher-coordinator which gave this person an opportunity to gain insights into the needs of individual members in the classroom situation. As the project developed, it became apparent that the student-clients were making use of the counseling services of all three individuals to varying degrees. Each student-client seemed to select the person with whom he could relate more easily and bring to him those problems of a more personal nature. Accordingly, the roles outlined above were not adhered to rigidly, but each individual on the team worked with those student-clients with whom he could establish a productive relationship.

## Group and Placement Counseling

The need for group counseling sessions for the student-clients was demonstrated early in the program. This need was most evident at the time the student-client was ready for job placement. The group sessions were devoted primarily to consideration of problems which involved securing and retaining satisfactory employment.

Everything done in the classroom, in counseling sessions, home visits, and staffing was done with the rehabilita-

tion and placement of the client as the primary aim. The team believed that the client who could work successfully would become a worthwhile citizen in his community by adopting the same principles which were found in good employees.

After evaluation of information in the student-client's folder, visits to his home, and observations in the classroom, the counseling sessions usually turned toward a discussion of vocational capabilities and preferences. At the same time, the teacher-coordinators developed work in the classroom designed to strengthen the subject areas in which the student-client was weak academically. Occupational information was provided in the classroom in order to encourage the student-client to learn about the many different occupations which were open to him.

Job conditioning, in the form of part-time employment, was undertaken after the project team had a chance to work with the student-client in both the classroom and in counseling sessions. The employment was not necessarily related to the vocational choice of the student-client, since the primary reasons for this placement were to provide experience in working, develop relationships with employers and fellow employees, establish self-confidence, create a desire to be productive, and give knowledge of how to secure future jobs.

After the student-client was placed, the teacher-coordinator, counselor, and employer maintained a performance rating form (see Appendix). Problems that were being experienced on the job were discussed in group sessions as an effort to assist the individual student-client to resolve his own difficulties, as well as give the remainder of the class insights that would be beneficial to them. If an individual lost his job, or was removed by the project team, he was required to make an evaluation of the reasons for this action in the group sessions.

Successful placement depended on the close cooperation of the project team and the student-client. They worked together to find the most desirable employment. Placing the educable mentally retarded client was time consuming and often resulted in trial and error procedures. A knowledge of the following basic factors was beneficial in realistic planning for job placement: social adjustment, estimated potential, ability to get along with others, ability and willingness to cooperate and follow directions, and ability to perform tasks that had been assigned in the classroom.

The personnel were completely honest with the prospective employer. An accurate description of the student-client's potential for the job under consideration was given. The staff discovered that the term educable mentally retarded should be used with discretion, as the general public had insufficient understanding of its true meaning. Throughout the placement process, areas in which the client could function adequately were emphasized.

The project personnel contacted prospective employers to arrange for realistic job interviews. Where possible, more than one person was sent for an interview for prospective employment. This procedure was utilized in order to make the placement interview as realistic as possible. This seemed to be an effective approach since it consisted of a situation which the person would have to face many times in his adult life.

Not all job placements were successful. The necessity occasionally arose for an employer to discharge one of the student-clients. This, too, was a situation which many people experience during the course of their working lives. The project staff attempted to utilize these situations in order to strengthen both the individual having difficulty and other class members. By assisting the person to re-evaluate himself on the basis of the reasons for his dismissal, more realistic planning for future employment was possible. In most instances, this re-evaluation could be done within the classroom and with the participation of the other members of the class. In this way all members of the class were able to experience vicariously the results of being continuously late for work, failing to follow the employer's directions, failing to get along with the employer or other employees, and other situations of this nature.

Attempts were made to provide the same type of vicarious experience for total groups of student-clients in areas where a particular student-client was having difficulty on a job even though he had not been discharged. Many times the difficulty an individual was having in his employment situation provided discussion material for classroom groups over a relatively long period of time. This accomplished four purposes:

Many student-clients had experienced similar problems and could explain their methods of solving them.

Those student-clients in the preparatory stage of the project gained insight into the difficulties they would encounter when they went to work and learned to enlist the aid of others.

The student-client who was having job difficulty found his anxiety to be lessened as he learned that others had similar problems.

The discussions provided a medium for the student-clients to learn to express themselves orally.

## IN-SERVICE TRAINING

The program of in-service training was instigated on the premise that the staff would have more impact on the success of the program than any other factor. For this reason, an effort was made to provide opportunities for growth and development to project personnel. The development of the in-service training was centered around three areas: staffing, extension classes and consultant services, and instructional materials.

### Staffing

The staffing procedures were viewed from the beginning as an important in-service training feature of this project. The staffing meeting gave an opportunity for the participants to examine the way their attitudes, beliefs, and actions affected the behavior of the individual student-clients. It was anticipated that this would provide the structure in which each of the staff participants could experience personal growth and development.

The second major in-service training function of the staffing meetings was a method of generating ideas and making the thinking of the entire group available to each individual participant. The groups were non-evaluative in their approach which allowed for a free exchange of ideas and in-

formation between participants. New ideas could thus be discussed in the group before being tried in the classroom.

The third in-service training function of the staffing meeting was in the actual formation of the "team approach" to rehabilitation for this disability group. Time and experience are required before any group of people can effectively work together. The discussions within the non-evaluative atmosphere of the meetings allowed the personnel of the project to become acquainted and outline methods of effectively coordinating their services so that the student-clients' needs would be best served.

**Extension Classes and Consultant Services**

Teachers in the public school system, given so-called "homogenous groups" because of the size of the classes, were forced to use more or less the same teaching techniques for all students. Individualized techniques were found to be a necessity in this program if the objective of productive citizenship for each student-client was to be reached.

The recognition of this fact brought about the extension and consultant phase of in-service training for the vocational and prevocational staff of the project. This phase of training was an attempt to increase the understanding, insight, and skills of teachers and counselors in order that they might more effectively assist the student-client in developing to his ultimate potential.

A request for funds, for the purpose of initiating an extension course in cooperation with the University of Oklahoma to provide in-service training for project personnel and other special education teachers and rehabilitation counselors in Oklahoma City, was granted for two semesters. Classes were conducted at Central High School for two and a half hours, once each week. Eight rehabilitation counselors and thirty-two special education teachers were enrolled. These individuals provided the nucleus for expansion of the program into other schools. A change in philosophy, which allowed a new method of instruction within the demonstration project, was provided through these extension classes. The objective was to assist the teachers and counselors in their acceptance of the new responsibilities imposed by the project. The class emphasized the need for social and vocational adjustment and job preparation for this group of student-clients.

The extension classes dealt with project problems in general. Topics included the project objectives, the roles of various agencies, the anticipated effects of the project on the student-clients, necessary revision of practices by both teachers and counselors, counseling procedures, eligibility requirements, staffing needs, and curriculum content. No textbooks were used since the background of the participants was sufficient to initiate the subject areas and develop a workable plan.

Consultants assisted the class personnel in correcting, guiding, and giving support to their thinking and planning. Because of the advanced training, studies, and experiences of the consultants, needs that were not evident to others working directly with the project became apparent. The school psychologist, vocational rehabilitation psychologist, and Mobile Rehabilitation Evaluation Team of the Oklahoma Rehabilitation Service (consisting of a psychiatrist, clinical psychologist, and psychiatric social worker) represented the kind of

consultation utilized. On completion of the two-semester extension class, the in-service training program was continued under the direction of the project director, utilizing the school coordinator and outside consultants. This proved to be very helpful as the project findings were expanded into other city schools.

### Instructional Materials

The lack of adequate teaching materials in the classroom was realized from the beginning of the project. In order to overcome this difficulty, a materials center was established at the start of the second project year. This center provided teachers with current library books, supplies, audio-visual and instructional aids, and other materials utilized in instruction.

The function of the materials center staff was to locate appropriate teaching materials for the staff. The director of the center watched current publications and literature for ideas and suggestions which might be useful in the classes. By working directly with teachers and participating in curriculum planning, the director was able to know the problems and needs of the teachers. Understanding the program, its goals, objectives, and operation was essential in selecting the specialized materials needed.

The center was available to project teachers to develop, type, and duplicate needed instructional materials. It also obtained supplies, films, and instructional aids for the staff. This service, by relieving the teachers of the necessity for developing their own materials, provided them with extra time and allowed them to experiment with teacher-developed materials. A sample copy of the items developed by the center provided an unusual and useful "idea file" for present and future use.

The center developed a **Materials Exhibit Catalog** (see Appendix) made up of materials used in the present classes. It includes a list of sources for additional free and inexpensive material.

## CURRICULUM DEVELOPMENT

The program of special education-vocational rehabilitation provided in this project is terminal and, therefore, must be comprehensive. The curriculum must attempt to fulfill the educational, social, and vocational needs of the student-clients. In order to accomplish this a curriculum development staff was organized.

This staff was composed of two teams, one responsible for the development of a curriculum guide for the vocational program and the other for the development of a pre-vocational curriculum guide. In addition to the regular weekly curriculum staffings, summer workshops were held, one at the end of each of the first two project years, to formalize the curriculum guides.

The curriculum meetings originally involved group discussions of the methods of teaching, the content of the classes, and the implications of a practical education for these student-clients. Particular subjects, their applicability to the special education program, and the development of materials for the use of the teacher-coordinators evolved from these discussions.

Before attempting to develop the subject matter content for the special education-vocational rehabilitation program, available curriculum guides were obtained. A total of thirty-seven of these were studied by the curriculum development staff.

The prevocational (junior high) staff was composed of six teachers and the school and rehabilitation counselors. Each teacher was primarily responsible for developing the curriculum content for all subject matter in one grade level. One hour each day was available to the teachers as a planning period. The vocational (senior high) staff was composed of three teacher-coordinators and the school and rehabilitation counselors. Each teacher-coordinator was responsible for the development of the curriculum content for all subject matter in one grade level.

The curriculum writing began by having each teacher-coordinator plan and report on the objectives for his grade level. From these objectives, the staff developed broad, general outlines.

These outlines and objectives were compiled into a sequential workbook. This was accomplished in a two-week workshop held at the end of the first full school year the project was in operation. The compilation was completed and the materials were distributed to the teacher-coordinators for further development and actual preparation of a curriculum guide which was used experimentally during the second project year.

Through this experimental use, the teacher-coordinators discovered the parts that were most useful and meaningful for a particular subject or grade level. They revised and rewrote the basic outlines in order to develop ideas and materials which would be more beneficial in the classroom. A one-week workshop was held at the end of the second school year for the purpose of making these revisions. During this workshop, the teacher-coordinators completed the current edition of the curriculum guide which has been recognized and approved by the State Department of Education.

## THE PREVOCATIONAL UNIT

A program at the junior high school level, which would provide motivation and incentive for these students to remain in school long enough to take advantage of the special education-vocational rehabilitation program, was needed. Many students of this disability group reached the age where they could legally leave school while they were still in junior high grades. As a result, the number of junior high school students who failed to enroll in high school was great. During the second year of project operations, a prevocational unit was established to provide services to students in the seventh, eighth, and ninth grades.

The primary purpose of this unit was to focus intensive rehabilitation and educational services on a group of mentally retarded students in a demonstration of the effectiveness of such services in "holding power" and preparation for the existing vocational project. The major objective of the unit was to provide services which would eventuate in placement of the student in the vocational project beginning at grade ten.

The methodology involved three distinct areas of operation. The first area was field time for teachers. This allowed

the teachers to accomplish several objectives. The first of these objectives was to make home visits in order to obtain a more complete understanding of the individual student. The second was to obtain occupational information in order to develop realistic occupational materials which could be presented at the level of the student. Third was to make case studies on individual students as an aid in understanding them. Fourth was to attend staffing meetings in order to obtain an integrated concept of the student's life which included social, educational, vocational, and personal adjustment. Fifth was to provide personal counseling to assist the student's development of an effective and integrated self-concept.

The second area of methodology was that of curriculum revision. The curriculum revision was necessary for students to obtain curricular experiences especially developed to meet their needs.

The third area of methodology was the development of teaching aids and materials which involved the expansion of the materials center to include information for the prevocational grade levels. This expansion was specifically guided by the students' needs and abilities.

## CHAPTER III

## PROJECT DEVELOPMENTS

The basic goal of this cooperative project was to demonstrate that the coordinated efforts of Vocational Rehabilitation, Special Education, and the Oklahoma City Public School System could implement a program of services which would lead to satisfactory life adjustment of a group of handicapped high school students. This was an ambitious goal — one which none of the agencies could have hoped to attain using their separate resources. The impact of this combined effort goes beyond its effect on the population at Central High School and has ramifications which extend to many phases of rehabilitation and education in general.

### CHARACTERISTICS OF STUDENT-CLIENTS

During the three years of this program, a total of 231 student-clients was served. At the end of the project period, 88 student-clients had entered the world of work and required no further services; 8 had moved away before completing their rehabilitation program; and 135 were still receiving services.

Among the 135 student-clients who are still receiving services, 31 are in the initial planning stage of the rehabilitation process; 11 are employed full time; 89 are receiving training which, for most individuals, includes part-time employment; 1 is ready for full-time employment; and 3 have had services interrupted for various reasons.

Some of the personal characteristics of the individuals served in the program are given in Table 1. This table shows the percentage of student-clients in each of the age, sex, race, and major disability categories of the total group served, the rehabilitants, and those who were closed non-rehabilitated. The latter group consists of those individuals who moved away and could not be located.

**Table 1**

**CLIENT CHARACTERISTICS**

| | | SERVED | REHABILITATED | CLOSED NON-REHABILITATED |
|---|---|---|---|---|
| AGE | 14-16 | 68% | 57% | 75% |
| | 17-24 | 32% | 43% | 25% |
| SEX | M | 50% | 48% | 38% |
| | F | 50% | 52% | 62% |
| RACE | White | 55% | 64% | 88% |
| | Negro | 39% | 32% | 12% |
| | Indian | 4% | 3% | — |
| | Others | 2% | 1% | — |
| MAJOR DISABILITY | Mental Retardation | 71% | 60% | 50% |
| | Emotional | 12% | 18% | 25% |
| | Physical | 17% | 22% | 25% |
| TOTAL NUMBER | | 231 | 88 | 8 |

The mean ages of the 88 rehabilitants at acceptance and closure were 16 and 18 respectively. At the time of their closure, 72 per cent of these student-clients were gainfully employed with a mean weekly salary of $42. The remaining 28 per cent were homemakers or unpaid family workers. Forty-four per cent of those homemakers and unpaid family workers had been employed during their training program and had earned a total of $4100. These individuals had developed work habits and attitudes which will enable them to return to work if it becomes necessary.

Seventy-one per cent of the student-clients served had a major disability of mental retardation and were enrolled in the special education classes. The 29 per cent who were not mentally retarded received vocational rehabilitation services but attended regular classes. Mental retardation, as used herein, refers to those individuals whose level of academic functioning was considered retarded, even though their IQ scores did not necessarily place them in the retarded range. There were 15 of these student-clients who had IQ scores above 78. The mean IQ of all the mentally retarded student-clients served was 70, while the mean IQ of the rehabilitated mentally retarded individuals was 74.

During the early stages of the project, the major emphasis was placed on serving those retarded student-clients who were in the higher IQ ranges. As the program developed, however, more student-clients in the lower intelligence range were accepted; consequently, the mean IQ of the retarded student-clients on the present caseload is 68.

In addition to the major disabling conditions shown in Table 1, fifty-nine of the student-clients had secondary disabilities, with seven of these classified as mental retardation. Where mental retardation was considered a secondary disability, the student-client had another disability which posed a greater vocational handicap than his limited intelligence.

Of the total number of student-clients served in the project school, 22 per cent had been known to the juvenile courts on charges ranging from runaway and shoplifting to sodomy and suspected narcotics addiction. Of the 88 student-clients closed as rehabilitated during the course of this project, 20 per cent had some type of juvenile court record.

## SERVICES PURCHASED FOR STUDENT-CLIENTS

The traditional vocational rehabilitation services of counseling, diagnosis, physical restoration, training, and maintenance were available to the student-clients in addition to the services of the school and special education. Table 2 shows the number and per cent of the rehabilitants for whom services were purchased by Vocational Rehabilitation. Many services were provided at no cost to the agency, and, consequently, are not shown in the Table. Training, for instance, was provided to all of the mentally retarded student-clients in the program but, in some cases, at no cost.

Table 2

SERVICES PURCHASED

| SERVICES | NUMBER RECEIVING | PER CENT OF TOTAL NUMBER |
|---|---|---|
| Diagnosis | 87 | 99% |
| Surgery & Treatment | 11 | 13% |
| Prosthetic Appliances | 15 | 17% |
| Hospitalization | 2 | 2% |
| Training and Materials | 46 | 52% |
| Maintenance and Transportation | 24 | 27% |
| Tools, Equipment, and Licenses | 6 | 7% |

The total cost of these services was $11,674 or an overall average of $133 per rehabilitant. In order to compare the types of services provided to the mentally retarded and non-mentally retarded, Table 3 shows the same services for the two groups. The mentally retarded group includes those with mental retardation as a secondary disability.

Table 3

SERVICES PURCHASED FOR REHABILITANTS

| SERVICES | MENTALLY RETARDED | | OTHER | |
|---|---|---|---|---|
| | NO. RECEIVING SERVICES | % RECEIVING SERVICES | NO. RECEIVING SERVICES | % RECEIVING SERVICES |
| Diagnosis | 58 | 98% | 29 | 100% |
| Surgery & Treatment | 5 | 8% | 6 | 21% |
| Prosthetic Appliances | 8 | 14% | 7 | 24% |
| Hospitalization | — | — | 2 | 7% |
| Training & Materials | 28 | 47% | 18 | 62% |
| Maintenance and Transportation | 15 | 25% | 9 | 31% |
| Tools, Equipment, and Licenses | 1 | 2% | 5 | 17% |

The average cost of services for the mentally retarded rehabilitants was $78 while that for the non-mentally retarded was $242. Many of the non-retarded students received specialized training at accredited technical schools or universities after graduation. The tuition and maintenance costs in these cases account, in part, for the larger average expenditures on this group.

The minimal average cost for the mentally retarded students was accomplished largely by providing on-the-job training which in many cases was at no expense to the rehabilitation agency. In some instances, however, a training fee was paid to the employer which amounted to a proportion of the student-client's salary. This was continued until such time as the student-client had received adequate training and had become sufficiently skilled in his job to be an asset to his employer.

## EMPLOYMENT OF STUDENT-CLIENTS

Among the total rehabilitants, there were 59 or 67% who had mental retardation as a major or secondary disability. Table 4 shows the job title, salary, and IQ of these 59 retarded rehabilitants as an indication of the types of jobs in which mentally retarded individuals can effectively function.

**Table 4**

**JOBS HELD BY MENTALLY RETARDED REHABILITANTS**

| JOB TITLES | NUMBER OF CLIENTS | IQ RANGE | IQ MEAN | AVERAGE WEEKLY SALARY |
|---|---|---|---|---|
| Armed Forces | 3* | 78-90 | 85 | $34 |
| Baker's Assistant | 1 | - | 56 | 46 |
| Beautician | 1 | - | 80 | 35 |
| Bellman | 1 | - | 78 | 95 |
| Brick Mason Assistant | 1 | - | 70 | 50 |
| Bus Boy | 5 | 71-78 | 75 | 42 |
| Concession Clerk | 1 | - | 66 | 25 |
| Construction Laborer | 2 | - | 69 | 56 |
| Delivery Boy | 1 | - | 77 | 40 |
| Dishwasher | 2 | 70-89 | 80 | 33 |
| Fry Cook | 1 | - | 81 | 50 |
| Grocery Clerk | 1 | - | 74 | 40 |
| Homemaker | 14 | 59-84 | 74 | — |
| Maid | 2 | 78-85 | 78 | 35 |
| Maintenance Man | 2 | 76-78 | 77 | 36 |
| Meat Wrapper | 1 | - | 76 | 32 |
| Mechanic's Assistant | 2 | 77-78 | 78 | 28 |
| Nurses Aide | 1 | - | 80 | 35 |
| Roughneck | 1 | - | 78 | 80 |
| Sales Clerk | 3 | 83-86 | 84 | 52 |
| Salesman | 1 | - | 76 | 50 |
| Trash Man | 1 | - | 78 | 25 |
| Unpaid Family Worker | 4 | 60-78 | 70 | — |
| Upholsterer | 1 | - | 74 | 70 |
| Waitress | 6 | 54-80 | 72 | 36 |

* These three individuals were retested at a later date and found to be within the normal range of intelligence.

As can be seen from Table 4, forty-one of these mentally retarded individuals were gainfully employed at a mean weekly salary of $42. The mean weekly earnings of the non-retarded rehabilitants was $44, which is not significantly different from that of the retarded group, in spite of the fact that the latter received more specialized training and was more highly skilled. This is a result of the uniform salaries that are generally paid to beginning workers. However, the skilled non-retarded group has a higher earning potential which will be realized after a few years; whereas, the retarded students will, as a whole, remain near their present earning level.

In order to determine the relationship between the earnings and IQ of the 59 rehabilitants listed in Table 4, a product moment correlation coefficient was calculated for these two factors. The resultant coefficient was .03 which is not significant and indicates that there is no linear relationship between IQ and earnings of the mentally retarded student-clients in this program.

## EMPLOYER EVALUATIONS OF STUDENT-CLIENTS

Toward the end of the project period ,a survey was conducted in an attempt to contact the employers of the 63 rehabilitants who had been working for a salary at the time of their closure (the 25 who were closed as homemakers and unpaid family workers were excluded from this survey). If the individual was working at the time of contact or had left his place of employment no more than two months previously, the employer was asked to evaluate him in terms of the twelve selected traits listed in Table 5. If he had left his job more than two months previous to the time of contact, and was currently employed, his new employer was asked to complete the evaluation. Evaluations were completed on 38 individuals; 12 had moved away, but at last report were working; 5 were married and were no longer employed outside the home; and the remaining 8 could not be located.

The results of the completed evaluations are shown in Table 5. The numbers within the Table represent the number of clients who received each rating on a particular trait. For example, 1 client received a poor rating on the first trait, 20 received an average rating, 15 received above average, and 2 received excellent.

**Table 5**

**EMPLOYER EVALUATIONS**

| TRAIT | RATING SCALE | | | |
|---|---|---|---|---|
| | POOR | AVERAGE | ABOVE AVERAGE | EXCELLENT |
| Gets along well with others | 1 | 20 | 15 | 2 |
| Dependable | — | 23 | 12 | 3 |
| Punctual | 1 | 22 | 12 | 3 |
| Grooming for the job* | 2 | 23 | 12 | — |
| Able to accept criticism | 4 | 25 | 8 | 1 |
| Shows initiative | 5 | 20 | 10 | 3 |
| Has respect for authority | 1 | 24 | 11 | 2 |
| Manual dexterity* | 1 | 25 | 11 | — |
| Ability to adjust to change and pressure* | 4 | 24 | 9 | — |
| Toleration for distraction* | 5 | 24 | 8 | — |
| Ability to work independently | 1 | 17 | 20 | — |
| Cheerfulness | 2 | 24 | 11 | 1 |

* These traits were not rated on every client.

In an effort to determine the relationship between job success and intelligence, the employers' evaluations were quantified by assigning a numerical value to each of the adjacent ratings. Thus a "poor" rating was assigned the value of one and an "excellent" rating, a value of four. In this way, an evaluation score for each individual was obtained by totaling his points on each trait. The degree of correlation between these evaluation scores and each of the scaled scores obtained by the students on the Wechsler Intelligence Scale subtests was determined by using the product moment coefficient of correlation. Coefficients were also determined between the evaluation scores and the Verbal, Performance, and Full Scale scores of the same test.

The mean evaluation scores of the mentally retarded clients and those who were not mentally retarded were 27.5 and 28.7 respectively and were not significantly different. This indicates that when properly placed, mentally retarded and non-retarded individuals can function with equal effectiveness in their respective jobs.

## GROWTH OF THE PROGRAM FOR MENTALLY RETARDED

Table 6 shows how the program for the mentally retarded has grown. During the school year 1960-1961, the project was only in operation for a three-month period. This year is probably representative in terms of number of students, number of graduates, and dropout percentage of the years prior to the initiation of the project.

**Table 6***

**PROGRAM GROWTH FOR SPECIAL EDUCATION STUDENTS GRADE 10 THROUGH 12 CENTRAL HIGH SCHOOL**

| SCHOOL YEAR | MONTHS PROJECT IN OPERATION | NUMBER OF TEACHER-COORDINATORS | NUMBER OF STUDENTS | NUMBER OF STUDENTS GRADUATING | PER CENT DROPOUT |
|---|---|---|---|---|---|
| 1960-61 | 3 | 2 | 17 | 2 | 85% |
| 1961-62 | 15 | 3 | 59 | 7 | 58% |
| 1962-63 | 27 | 3½ | 70 | 16 | 23% |
| 1963-64 | 39 | 4 | 96 | 22 | 14% |

* Table supplied by School Administration

An examination of this table clearly shows how the program has increased and shows the corresponding decrease in the dropout rate among students of these grade levels. Program growth occurred in yearly cycles with the school year 1960-1961 showing a relatively large number of 10th grade student-clients and much fewer 11th and 12th graders. In the school year 1962-1963, the 10th and 11th grades had a large enrollment while the 12th grade had considerably fewer student-clients. The school year 1963-1964 brought with it an increase in the enrollment of all three grades. In evaluating this information, it is important to remember that all special education students were also student-clients in the project; thus, the figures shown in Table 6 represent not only the increase in the rehabilitation counselor's case load, but also the growth of special education classes in the project school.

## CORRELATION OF FACTORS

The primary emphasis of this project was on demonstration and on the provision of services to a group of disabled high school students, most of whom were mentally retarded. An undertaking of this type, by the very nature of its trial and error approach to the task, does not lend itself to the type of rigorous experimental control which is desirable for definitive research findings. There is nevertheless a wealth of data available to which appropriate statistical methods can be applied.

In the analysis of the data, emphasis was placed on an attempt to develop criteria for predicting outcomes of the rehabilitation process. Data, such as intelligence, sex, age, race, prior work history, and whether or not the person was receiving public assistance, formed the basis upon which the predictions were attempted. Each of these variables was compared with weekly earnings at closure, school attendance, cost of services, and employer evaluation scores by means of correlation coefficients. None of the coefficients proved to be significant indicating that for the purpose of developing prediction equations, factors other than these must be considered.

In an attempt to determine if there were any differences in the earnings of the retarded and non-retarded males and females, the mean earnings of these four groups were compared and tested for significant differences with chi square. The resultant $X^2$ with one df was .23 and was not significant, which indicates that the variables sex and retardation have no relationship to the beginning salary of the individuals in the project.

## CURRICULUM

The educational experiences which were made available to the mentally retarded student-clients in the program were an attempt to provide a curriculum which was as near to life experience as could possibly be achieved. They extended beyond the school into the occupational, social, and home environments of the student-clients, with the main objective of developing those basic living skills which were within the capacity of each individual.

A detailed curriculum guide for secondary special education was developed during the project which summarizes the types of learning experiences which were provided in order to accomplish the above objective. A brief description of the curriculum for the junior high school prevocational program in each of the subject matter areas, and the specific goals which each attempted to accomplish follows.

The language arts program included the areas of reading, writing, listening, speaking, and thinking. This program concerned the development of communication skills which, in our complex society, are essential for meaningful living.

The reading experiences were centered around the individual approach which included the use of basal readers, content readers, and the Science Research Associates and Webster Reading Laboratories. Much of the reading program was experience based in an effort to enhance its effectiveness. Through individualized instruction the student-clients were given many varied experiences in writing, listening, speaking, and thinking. The goal was to help the students develop skills in these areas and to impress upon them their importance in everyday living and working. Of course, the same degree of success was not possible for each student, but efforts were made to help each individual experience some success and improvement. These success experiences proved to be very beneficial to the students because of their previous chronic failures in academic situations.

Arithmetic was presented in the form of experiences with the computational skills that are necessary for planning a budget, buying goods, understanding the meaning and value of a "sale," figuring percentages, understanding wages and wage withholdings, measuring foods in cooking, and

measuring materials in sewing and building. This made arithmetic become more realistic and seem more useful to the student-client.

The instructional areas of history, science, social studies, art, and government provided the students with a wide variety of realistic learning experiences. These learning experiences helped them to become more acquainted with their city, county, state, and country; more aware of the actual life, movement, and progress of their local community; and more aware of personal health and hygiene responsibilities. They also became better acquainted with their role as citizens and developed an understanding of economics in their personal lives and the community.

The curriculum of the prevocational group was designed to help the students progress in their attitudes toward school, work, themselves, and the community. It utilized the ungraded approach in order to facilitate individualized instruction and a smooth upward transition.

The vocational program for the secondary student-clients was also of an ungraded nature. It utilized a team teaching approach, three-hour blocks of classes, and self-contained classrooms. The training in basic skills that was initiated in the prevocational curriculum continued to be stressed, but more emphasis was placed on vocational and related instruction. This emphasis included such topics as social security, federal and state income tax, employer-employee relationships, application forms, job interviews, attitudes toward work, and developing self-understanding. Each student was encouraged to obtain employment and even though some students did not work, they did gain vocational knowledge through class discussions and projects pertaining to jobs and job training of other students.

Although these learning experiences were considered terminal and not college preparatory, they were not what some educational critics have called "watered down" curricula. The curriculum attempted to provide the rich and varied educational experiences needed by mentally retarded youth while furnishing academic subject matter appropriate to this group.

The State Plan, developed as a result of the project, sets forth curriculum requirements for graduation from the Special Education-Vocational Rehabilitation Program. These requirements include the following units:

*1. Communicative Skills (Language Arts)—3 units

*2. American History—1 unit

*3. Life Science—1 unit

*4. Computational skills—1 unit

The remaining units necessary to complete the required 18 units for graduation will be chosen from electives within the range, ability and interests of the student. These units may be selected from the following list of electives:

*1. Co-op Training (work experience or on-the-job training) Maximum—7½ units not to exceed three per school year

*2. Home Training—Maximum 3 units

*3. Vocations—Maximum 3 units

4. Physical Education—Maximum 3 units
*5. Arts and Crafts—Maximum 6 units
6. Choir—Maximum 3 units
7. Shop Courses—Maximum 7½ units
8. Other appropriate electives as recommended by project team.

* The teacher-coordinator (Special Education) is by State Certification qualified to teach these subjects to special education students.

The type of certificate or diploma awarded to the student-clients completing this program is left to the discretion of the local school district.

## TEACHING AIDS

Teaching aids in education of mentally retarded student-clients proved valuable to project personnel in many ways. They provided an opportunity to present academic materials in a concrete realistic manner which the student-client was able to grasp. Student motivation for achievement was nurtured through the use of aids which provided an atmosphere of friendly competition among the members of the class.

One of the teaching aids which was very well accepted by the students and which was highly motivating was the "Placebo Board" developed by one of the teacher-coordinators in the project. The board exposes each participant to practical situations calling for thought and action on his part. It operates on the same principle as some commercial programmed instructional devices. The board is placed in front of the class where each student-client can see the questions to be answered or the items to be identified. The control board contains two buttons for each item or question. The student-client's response is indicated by pushing the appropriate button. A white light signals a correct response, while a red light designates an incorrect response.

Each student-client in the class keeps a record of every other individual's correct and incorrect responses. Thus, a spirit of competition, although not overly keen, is generated which provides high interest level motivation. Filling out the answer record also gives practice in mathematics, reading, alphabetizing, spelling, recognizing friends' names, and following directions.

After each student-client has participated individually and as a group member, the teacher goes through the lesson with the class and discusses each question.

Programs for the board have been developed thus far in the following areas:

Mathematics
Vocabulary building
Reading improvement
Phonics instruction
Spelling improvement
Mechanics
Kitchen tools
Miscellaneous household items
Driver's education
Vocations

## EXPANSION OF THE PROGRAM INTO OTHER OKLAHOMA CITY SCHOOLS

The amount of interest in this project varied among the other schools in the city. In the beginning, some of the administrators showed no interest in this type of program. Some of the reasons for this were:

> The school principals, being unfamiliar with some aspects of Vocational Rehabilitation, wondered what role the rehabilitation counselor could play in a school setting.
>
> The slow learner represented only a small percentage of the total school enrollment.
>
> Many of the slow learners dropped out of school in the lower grades so the total extent of the problem was unknown.
>
> In some cases, there was a tendency for special education classes to be used to absorb all problem students. This contributed to the idea that little could be done for slow learners.

As the program became better known, interest began to increase among other schools. The superintendent and Board of Education gave the support necessary to set up meetings with other high schools in the Oklahoma City area to explain the purpose and goals of the project. Several meetings were held with project personnel, school principals, and board officials to study the findings of the project and to determine the need of this type of service in all Oklahoma City secondary schools. These meetings showed the need for such a program and the effectiveness of these services in providing an opportunity for this group of students. As a result, the superintendent of the Oklahoma City schools and the Board of Education made an administrative decision to expand the program into nine additional Oklahoma City high schools.

As the program was initiated in the other schools, it became apparent that the problem was different in each individual school. This was primarily a result of the cultural and socio-economic background of the various areas in Oklahoma City. Taking this into consideration, the general framework of the original project was set up with individual adjustments to meet the needs of each particular high school.

The program was established to provide the student-clients half-day academic training and half-day work experience. The teacher-coordinators were assigned to field work during the afternoons. Since all student-clients were not immediately ready for job placement, this group was scheduled in classes such as physical education, shop, homemaking, arts, crafts, and other appropriate electives as recommended by project personnel.

Upon initiation of the program in each school, few, if any, student-clients were working; thus, the principals were reluctant to release the teacher-coordinators for field work. However, this situation existed only a short time, since the teacher-coordinators and rehabilitation counselor were successful in placing many of the student-clients either on jobs or in some type of vocational training outside the school.

A major change was brought about in the special education teachers' duties and responsibilities. The curriculum,

the philosophy and approach in teaching procedures, and the seeking of employment for student-clients were new aspects of the duties of a teacher-coordinator. This created some hesitance and fear on the part of the teacher-coordinators which was alleviated by instigating an in-service training program carried on by school and rehabilitation personnel.

In expanding the program to other schools, the decision was made that no rehabilitation counselor would serve more than three schools and his case load would be held to a maximum of 150 and a minimum of 80. An in-service training program similar to that of the special education teachers was held for the rehabilitation counselors.

"Selling the program" to other faculty members in the schools was accomplished by group meetings and interpretation of the program on an individual basis. As the various programs developed and proved themselves, cooperation was secured from the entire school staff.

The first major expansion of the project plan occurred in July 1962, when three vocational rehabilitation counselors were added to serve five city high schools. In January 1963, an additional rehabilitation counselor was employed and a program of services instituted in another city high school. The plan was further expanded into two additional city high schools in September 1963, and two additional rehabilitation counselors were employed. The school provided teacher-coordinators for each of these expansions. When the project terminated a total of 705 student-clients were receiving services in the Oklahoma City schools.

## EXPANSION OF PROJECT STATEWIDE

In order to provide services to the mentally retarded throughout the state, a committee was appointed by the State Superintendent of Public Instruction to study the findings of the Central High School Project. This committee developed a State Plan which was approved by the State Board of Education to make possible the expansion of the program into other schools of the state.

The first expansion into a school outside the Oklahoma City area occurred when three secondary schools in Midwest City initiated the program. This was followed in January 1964, when a special education-vocational rehabilitation program was inaugurated in two Tulsa public schools.

The most recent expansions were in June 1964, when the program was adopted by the Stillwater and Bartlesville public schools. There have been several other requests from school systems throughout the state, and plans are currently being made to establish programs within these schools.

The expansion of the program has also affected the percentage of mentally retarded clients on the Rehabilitation Agency's overall case load. In 1960, before the program was started, 1.1% of the total clients served were mentally retarded. In 1964, at the end of the project, 6.6% of the total served were mentally retarded.

## CHAPTER IV

## IMPLICATIONS

The implications drawn from the experiences of the development and operation of this project are numerous and diverse. They have application to the overloaded school system itself, the growing field of vocational rehabilitation, the effort to reduce juvenile delinquency, and the continuing need for research in these areas.

### IMPLICATIONS FOR THE SCHOOL SYSTEM

During the first year there was adequate indication of the need for earlier contact with potential student-clients than was provided in the original application. This was demonstrated by the large percentage of junior high school students who dropped out of school before reaching the grade level where they could be included within the program. One of the project teachers stated the implications of this situation in the following manner, "If fifty-six per cent of eighth and ninth grade pupils drop out before becoming eligible for the program, how can we be but forty-four per cent effective?"

As a result, the prevocational unit was inaugurated and has proved effective in reducing the dropout rate between junior and senior high school. This type of program is needed in all of the junior high schools which provide students for the vocational program.

The vocational unit has provided similar implications for the senior high school level. The dropout percentage in grades 10, 11, and 12 was reduced from 85 to 14 per cent during the project years. The need for increasing facilities and staff within the school system is clearly indicated.

The implications which this project has had on the changing attitudes and responsibilities of project teachers are shown by some excerpts from an article entitled **I'm Having A Ball,** written by one of the special education teacher-coordinators in the Oklahoma City public schools.

> In September, 1963, I received the title "Teacher-Coordinator," (which frightened me a bit). I was even given released time from the classroom to work with my youth on the job . . . My special class youth are enrolled in a three hour block of time from 8:35 a.m. until 11:50 a.m. . . . The fourth, fifth, and sixth periods they are enrolled in Cooperative Training. This entire program is job oriented. During the last three periods my duties are to make home visits, to make contacts for job placement, to conduct job follow-up, to schedule individual counseling interviews when the need arises, and to maintain accurate records pertaining to the program. During the first days of the program I had my misgivings. My work had been as a teacher in the classroom and I was finding it easy to devaluate "me" in the role as Teacher-Coordinator. The world of business became a strange land with strange people, but I knew this was my new job just as my students were moving into a new world of endeavor . . . Often I have heard the expression among educators — "We must meet the needs of the individual youth." Many times, in former years, at the close of a school day I have asked myself

this question, "Am I helping my Special Class youth meet their individual needs?"

The implications of these required changes in teacher duties were recognized early in the project, and arrangements were made for special in-service training classes to be held by school and rehabilitation personnel as well as a special class to be taught by Oklahoma University Extension Service. As a result of these in-service training programs and of seeing the success of the program, the author of the above comments also included within her article the following statements:

> Boredom and defeat have changed to enthusiasm; a zest for living has invaded their personalities. Class activities are no longer school work, but realistic life experiences . . . After the first month the percentage employed in our group has held at 90%-95%, or usually 18 or 19 working out of a total of 20 . . . There have been many fine psychological changes in these youth. They have gained self acceptance and more feelings of security through being accepted by their employers and co-workers. They are fast becoming responsible individuals with a resulting status position . . . I feel that helping prepare our special youth to become economically, socially, and emotionally independent citizens has made this my most rewarding year.

The experience gained in this demonstration confirmed that the changing concepts in public education are enabling the schools to meet more fully the needs of the total student population than ever before. These concepts, including visual and field education, curriculum changes, involvement with other agencies and business organizations, realistic and practical teacher education, dynamic administration, public relations, and more individual attention to student needs cannot be overlooked in the schools of the future.

## IMPLICATIONS FOR THE REHABILITATION AGENCY

The provision of service in this program requires more time than the state average for rehabilitation. The students are accepted as clients while in the tenth grade. For this reason, the devlopment of a full case load requires an extended period of time. The student-clients, placed on the case load while sophomores in high school, spend a minimum of three years in the project. Full production, in terms of rehabilitated individuals, is achieved only after the program has been in operation long enough for these student-clients to complete their education and secure satisfying full time employment.

The utilization of counselor time within the project also has implications for the rehabilitation agency. A program of services such as this requires the rehabilitation counselor to spend more time in the counseling and guidance aspects of his duties and less time in arranging for and purchasing case services for his clients. The implications for training and experience requirements for counselors in this area are evident.

This demonstration did not reveal a need for highly specialized personnel. Experience showed that a rehabilitation counselor could effectively work with each disability found in the school population. At the conclusion of the project, the counselor's case load was composed of approximately 70 per cent mentally retarded, 20 per cent physically

disabled, and 10 per cent emotionally disturbed clients. Specific training for working with the mentally retarded was necessary and was provided by in-service training programs for both rehabilitation and school personnel.

The project has implications for serving the physically handicapped and the emotionally disturbed as well as the mentally retarded. The increase in number of referrals from the project school indicates the effectiveness of the program in securing earlier referrals of all disability groups. These earlier referrals provide a longer period of time for the counselor to work with the individual and plan a more realistic program.

The need to re-evaluate existing agency policies in regard to preventive medical service, as well as established procedures of vocational testing and selection of job objectives, has been demonstrated. Each of these represent areas in which vocational rehabilitation agencies have established policies and criteria for serving an older group of people that seem to be inappropriate when working with student-clients in a project of this nature.

Existing agency policies and procedures in regard to eligibility requirements also need to be examined. The student with a measured intelligence quotient above 75, but who is severely academically retarded to such an extent that he may be considered as vocationally handicapped, has posed particular problems.

Experiences in the project revealed the need for a longer and more intense follow-up than that usually provided rehabilitation clients. The mentally retarded, even after a period of counseling and training such as was provided, experience some job difficulties which cannot be resolved in the usual 30 day period of employment preceding closure.

One other implication of the study needs to be mentioned. This is the need for a more active participation of related professional personnel in the rehabilitation process. Such individuals as the teacher-coordinators, the school counselors, and the psychologist have contributed vital skills and knowledges to the program.

## IMPLICATIONS FOR PROGRAMS FOR THE CONTROL OF JUVENILE DELINQUENCY

The large percentage of student-clients who had been known to the juvenile courts was noted during the entire time the project was in operation. On several occasions, individuals who had been placed in the state training schools returned to the project school and were accepted for the program of services. Judge Homer Smith of the Juvenile Court in Oklahoma City has been interested in the project from the very beginning and has made this comment regarding the program:

> The program in operation at Central High School has been of great benefit to the Juvenile Court. By giving individual help and guidance to the youngsters, the program has assisted in reducing juvenile delinquency among the mentally retarded in that area of town served by the school. The availability of counseling and training facilities suitable for these individuals has, on some occasions, provided a method of treatment which prevented their being committed to the training schools.

The expansion of the program to other city schools will make available to the Juvenile Court additional facilities for the treatment of problem children within this disability group.

A number of factors relating to the control of delinquency in individuals served by this project became apparent. First, there was the large percentage of student-clients who had been known to the juvenile courts. Second, the research and demonstration project carried out by Oklahoma Rehabilitation Service at the Oklahoma Reformatory revealed a high percentage of mentally retarded individuals were inmates of that institution. Third, people in the field of control of juvenile delinquency related the fact that this program was significantly reducing the number of mentally retarded individuals from the area of the city served by the project school who were coming to their attention.

These factors resulted in the instigation of a Vocational Rehabilitation Administration sponsored research and demonstration project which proposed to survey the area of juvenile delinquency, to delineate the specific roles of each agency providing service to this group, and to propose an action program as an effort to reduce the proportion of the problem. This survey is now complete and the results will be released shortly.

The survey and its findings have been well received in Oklahoma and there currently exists a favorable climate for the proposed program of action which would involve the close working relationship of the juvenile courts, the public schools, the Department of Public Welfare, and the Oklahoma Rehabilitation Service. It is currently anticipated that such a program will become operative within the coming year.

## RESEARCH IMPLICATIONS OF THE PROJECT

The major emphasis of this project has been on the demonstration aspects of a program providing services to mentally retarded youth. Many research implications have been considered during the course of operations. Some of these have been followed to a limited extent; others have been only noted.

Probably the most important single implication for research which came from this study is concerned with the distinction between mental retardation and cultural and social deprivation. Distinguishing between those individuals who cannot make normal academic progress because of innate malfunctioning of bodily systems and those individuals who cannot or do not make normal academic progress because of social and economic deprivation would have been extremely difficult. Although no attempt to differentiate between these two groups was made, the notable difference in the response of individuals to the program was largely attributed to this factor. Had a method of separating these two groups been available early in the demonstration, it is probable that a different program would have been provided for each group and the results would have been perhaps even more satisfying.

The lack of significant findings between such things as employer evaluations and the history and evaluation factors of the student-client was unexpected. There is some feeling, based on subjective evaluations of agency experiences with mentally retarded who have not had access to a program

such as this, that these factors of history and evaluation are related to employer satisfaction and job success. It is, of course, possible that the program has provided a means for those individuals with history and evaluation factors which are not conducive to obtaining good employer evaluations to improve these areas to the extent that they are more nearly equal to the other student-clients. This possibility needs to be explored through a more rigorous experimental program.

Teaching aids have been an important area of program operations. The dearth of materials of this nature for the mentally retarded has affected the program adversely. The materials center was able to provide aids for the teachers in some areas, and, when this was possible, significant benefit to the student was noted. The one teaching aid that was developed in the project, the Placebo Board, proved highly significant in the development of motivation and in the instruction of this group of individuals. There is a very definite need for increasing the number and quality of aids of this kind and for more adequate evaluations of the effectiveness of those aids which are currently available.

Another area of research is the evaluation of the effectiveness of the cooperative program. This would involve a carefully controlled and long term follow-up study of the success of the students participating in the program in obtaining and holding adequate jobs. This would be a difficult research project because of the necessity of its extension over several years and the difficulty in obtaining the necessary control group. The actual effectiveness of the program could be best determined with this type of careful experimental study.

## CHAPTER V

## CONCLUSIONS AND RECOMMENDATIONS

This project has effectively demonstrated the utility of focusing intensive rehabilitation and educational services on a group of mentally retarded high school students in assisting these individuals to become self-supporting and productive citizens. The project was carried out as a demonstration, and the information obtained provides the basis for a number of relevant conclusions, as well as recommendations, which should be helpful to others contemplating such a program.

### CONCLUSIONS

1. The program of services initiated by this project has proved successful in the placement of junior high school students in the vocational program and in the placement of these students in job situations.

2. Community support and interest in the social, educational, and vocational needs of mentally retarded junior and senior high school students have been aroused.

3. The services of the Public School System, the Division of Special Education, and the State Rehabilitation Agency have been enhanced by the mutually facilitative relationship established by the project.

4. The approach to meeting the needs of the mentally retarded through the medium of a demonstration project was effective in proving the method so that it could be expanded to other schools within the state.

5. The expenditures for purchased services are smaller for the mentally retarded student-client than for the average rehabilitation client. Conversely, the expenditures for staff time is greater in serving this disability group.

6. Employment for mentally retarded individuals requires adequate preparation and placement in situations appropriate to their level of mental functioning.

7. The development of a curriculum which is realistic and adapted to the needs of individuals at the level of the mentally retarded is a vital part of this type of program.

8. Individual differences existing within the group of mentally retarded students necessitate an individual approach to instruction.

9. People of this disability group must be contacted earlier and their rehabilitation plans extended over a longer period of time than that of the usual and ordinarily more familiar group of physically disabled persons.

10. A more adequate evaluation procedure is needed so that many functionally retarded children will be discovered and given the necessary opportunities for their growth rather than retained in a program for those who are actually retarded.

11. It is again affirmed that mentally retarded individuals and emotionally disturbed individuals require completely different educational programs.

12. A continued effort to involve all teaching personnel in the education of retarded youngsters is needed. The program should be a part of and not a part from regular school programs.

13. Teacher education for special education teachers must be broadened to include classes designed to help the teachers understand the problems involved and the methods of teaching secondary special education students.

14. The staffing procedure was most helpful in both the understanding of individual clients and in the development of a good working relationship between all the personnel involved.

15. The best utilization of teacher-coordinator time was found to be for the teacher-coordinator to teach all subject matter in a block of time each morning and to have field time in the afternoon to work with the rehabilitation counselor in developing job opportunities, making home visits, and supervising student-clients in their training or employment situations.

## RECOMMENDATIONS

1. Careful planning by cooperating agencies is necessary in order to clarify the purpose and goals of the program and to delineate the areas of cooperation.

2. The appointment of a steering committee composed of supervisory personnel from each agency to serve as liaison persons between the project and their respective agencies is recommended.

3. An agreement regarding eligibility requirements should be reached by all participating agencies. These requirements should be the same for all agencies in order to facilitate the coordination of services.

4. The program of services should be centered around the public school with the services provided by other agencies utilized to extend, strengthen, and enrich the school program.

5. The rehabilitation counselor should maintain an office in the local school to facilitate referrals and improve counseling and rehabilitation services to the student-client.

6. It is recommended that a rehabilitation counselor neither serve more than three schools nor have an active case load that exceeds 150.

7. The rehabilitation counselor assigned to a particular school should serve all disability groups within that school setting.

8. This particular project design works best in a school that employs two or more teacher-coordinators who spend half-time in classroom instruction and half-time in field work.

9. A method similar to the materials center should be established to obtain and organize new teaching materials.

10. A continuing in-service training program is needed to help project personnel develop the skills essential to this type of program.

11. The program of services should involve the team approach idea in order to make available the different disciplines and professional skills needed to insure success of the special education-vocational rehabilitation effort.

12. The parents of student-clients should be included in planning the specific program of services for the individual in order to secure their assistance and cooperation.

# APPENDIX

Oklahoma City Public Schools

# HOME AND EMPLOYMENT INFORMATION FORM

I. **Instructions for use:**

1. This form replaces the home visit and employment information forms.
2. This form will be used by all cooperative programs.
3. The top portion (personal information) of this form will be filled out on each student and will be the **original reporting form.**
4. When the initial home visit and/or job visit is completed on each student the remainder of the **original reporting form** will be completed.
5. When additional home visits and/or job visits are completed the dates of these visits will be entered on the **original reporting form.**
6. This same form (except for the top portion) will be filled out as a supplementary report and will be stapled to the **original reporting form** at the following times:
   a. at the end of each nine-week period
   b. When the student moves to a new address
   c. When the student loses or quits a job
   d. When the student is placed on another job
7. At the end of each semester the teacher-coordinator will write a summary report on form VR-C-11 (Vocational Rehabilitation Contact Report or Case Memorandum Form) and attach this to the **original reporting form.**
8. As these forms are completed they will be submitted to the assigned vocational rehabilitation counselor for insertion into the student-client's folder. These forms will be available for the teacher-coordinator's examination at any time during the school day.

## HOME and EMPLOYMENT INFORMATION

Name: ..... Address: ..... Date: .....

Soc. Sec. # ..... Job Objective: .....

Birthdate: ..... School: ..... Grade: ..... Year: .....

Home _____
Person Contacted Length of Visit Date

### HOME EVALUATION

| | Yes | No | Poor | Average | Above Average |
|---|---|---|---|---|---|
| Does family understand program? | | | | | |
| Does family accept child's retardation? | | | | | |
| Is family cooperative toward program? | | | | | |
| Is family realistic toward child? | | | | | |
| Does home provide a good environment? | | | | | |
| Will parents permit child to work? | | | | | |
| Are vocational aspirations for child realistic? | | | | | |
| Does family know of vocational rehab's services? | | | | | |

Pertinent Remarks: .....

.....

.....

Dates of home visits: ..... | ..... | ..... | ..... | ..... | ..... |

Employment: _____
Type of job Date Employed Working hours

Employed by: _____
Firm Address Phone

Manager: ..... Rate of Pay: .....

Termination date: ..... Reason: .....

### EMPLOYMENT EVALUATION

| Traits for holding a job | Poor | Average | Above Average | Excellent |
|---|---|---|---|---|
| Gets along well with others | | | | |
| Dependable | | | | |
| Punctual | | | | |
| Grooming for the job | | | | |
| Able to accept criticism | | | | |
| Shows initiative | | | | |
| Has respect for authority | | | | |
| Good manual dexterity | | | | |
| Ability to adjust to change and pressure | | | | |
| Toleration for distractions | | | | |
| Ability to work independently | | | | |
| Cheerfulness | | | | |

Employer's or Teachers signature .....

Remarks: .....

.....

Dates of job contacts: ..... | ..... | ..... | ..... | ..... | ..... |

## INSTRUCTIONAL MATERIALS CENTER

### Central High School

## MATERIALS EXHIBIT CATALOG


| | Page |
|---|---|
| Communications Skills | 3 |
| Employer Relations Chart | 10 |
| Life Adjustment | 5 |
| Free Materials | 9 |
| Map Project (Jr - Hi) | 11-12 |
| Mathematics | 4 |
| Occupational Reading | 1-2 |
| Series of Books Available | 7 |
| Science | 4 |
| Social Studies | 6 |
| Teaching Aid Sources | 9 |


Specially edited for:

PROJECT #RD-771

A coordinated program of rehabilitation and educational services leading to permanent job placement for disabled high school students.

COOPERATING AGENCIES

State of Oklahoma Division of Vocational Rehabilitation

Oklahoma City Public Schools

State Division of Special Education

July 1964

## OCCUPATIONAL READING

Occupational Exploration Kit

Rochester Occupational Reading Series

- Truck Farming
- Supermarkets
- Bakeries
- Restaurant and Cafeteria
- Gas Station

BOOKLETS

Choosing Your Career by Anthony Humphreys

Discovering Your Real Interests by Blanche B. Paulon

Do Your Dreams Match Your Talents? by Vance Packard

How to Get the Job by Mitchell Dreese

SchoolSubjects and Jobs by John Brochard

Our World of Work by Seymour Wolfbein

Finding That Part-time Job by Norman Feingold

Should You Go to College? by Robert Havinghurst

What Employers Want by James C. Worthy

Your Personality and Your Job by Daniel Sinick
Science Research Associates, Inc., 259 East Erie Street, Chicago, 11, Ill.

Job Guide For Young Workers — 1958-59 Edition
United States Department of Labor

Occupational Guidance, Finney Company, 3350 Gorham Avenue, Minneapolis 20, Minn.

The Baby Sitter's Guide by Mary Furlong Moore
Berkley Publishing Corp., 15 East 26th Street, N.Y. 10, New York

Everyday Business by Gary D. Lawson, Elk Grove, California

Follett Series by Jack Abamowitz, Ph.D., Follett Publishing Co.

World and American History

Turner — Livingston Series, N.Y. University Press.

- The Job You Get
- Your Leisure Time
- The Person You Are
- The Family You Belong To
- The Town You Live In
- The Friends You Make

Foundations of Citizenship I & II
Richards State Atlas Co., 215 Church Street, Phoenix, New York

OCCUPATIONAL READING

"FINDING YOUR JOB"
Published by Finney Company, Minneapolis 26, Minnesota

VOLUME LISTINGS

I

Janitor's Helper
Household Aide
Trap Line Operator
Shirt Presser
Hospital Laundress
Car Lot Man
Baker's Helper
Dishwasher
Cobbler
Shipping Clerk
Fry Cook
Cook's Helper

II

Elevator Operator
Farm Hand
Cafeteria Server
Automobile Assembler
Hotel Maid
Sprayman
Bus Boy
Parking Lot Attendant
Tree Trimmer
Nurses' Aide
Powder Room Attendant
Warehouseman

III

Charwoman
Printer's Devil
Assembly Line Worker
Theater Usher
Well Driller's Helper
Poultry Farm Helper
Hotel Bellman
Photo Plant Worker
Kennel Man
Laundress
Meat Wrapper
Egg Candler

IV

Landscape Gardner
Laundry Route Driver
Hospital Cleaning Lady
Mink Ranch Worker
Bottling Plant Worker
Gas Station Attendant
Laundry Sorter
Driver's Helper
Tailor's Helper
Salad Maker
Car Washer
Super Market Stock Boy

V

Deck Hand
Foundry Worker
Butcher's Helper
Stevedore
Hand Sewer
Carpet Layer's Helper
Candy Packer
Painter's Helper
Linen Room Attendant
Riveter
Moving Van Leader
Florists Helper

## COMMUNICATIONS SKILLS

Teen-Age Tales Book A by Heavey-Stewart
Teen-Age Tales Book B by Heavey-Stewart
Teen-Age Tales Book One by Strang-Roberts
Teen-Age Tales Book Two by Strang-Roberts
Teen-Age Tales Book Three by Strang-Heavey
Teen-Age Tales Book Four by Roberts-Barbe
Teen-Age Tales Book Five by Stewart-Heavey
Teen-Age Tales Book Six by Strang-Melnik
D. C. Heath and Company, Walter G. Hopkins, 1605 N. W. 44th Street, Oklahoma City, Oklahoma
Deeds of Men Regular Edition by Guy L. Bond
Deeds of Men Classmate Edition by Guy L. Bond
A Call to Adventure Regular Edition by Guy L. Bond
A Call to Adventure Classmate Edition by Guy L. Bond

LYONS AND CARNAHAN
Reading Roundup Book One by Witty-Peterson-Parker
D. C. Heath and Company, Walter G. Hopkins, 1605 N. W. 44th Street Oklahoma City, Oklahoma
Days and Deeds by Gray-Arbuthnot
Moby Dick by Melville
Six Great Stories by Moderow
Lorna Doone by Jordan
The Last of the Mohicans by Verne B. Brown
David Copperfield by Gertrude Moderow
Scott, Foresman and Company, E. S. Jennings, 5917 N. W. 58th Street, Oklahoma City, Oklahoma
Engine Whistles by Mabel O'Donnell
Row, Peterson and Company
Wings to Adventure by David H. Russell
Ginn and Company, Joe D. Hurt, Box 269, Edmond, Oklahoma
Practice Readers Book One by Stone-Grover
Practice Readers Book Two by Stone-Grover
Practice Readers Book Three by Stone-Grover
Practice Readers Book Four by Grover-Bayle
Webster Publishing Company
Newspaper Reading by Gary D. Lawson
Pierson Trading Company, 6109 Burns Way, Sacramento 24, California
Hayes Language Drills and Tests Jr. High
Hayes Language Drills and Tests Sixth Grade
Lyon School Publishing Co., Wilkinsburg Pennsylvania
Reader's Digest Reading Skill Builders, Pleasantville, New York
The Deep-Sea Adventure Series, Harr Wagner Publishing Co.—San Francisco
The Sea Hunt by Frances Berres
Harr Wagner Publishing Company

SRA READING LABORATORIES
Science Research Associates, Inc., 259 East Erie Street, Chicago 11, Ill.
The Botel Reading Inventory
Mystery of Broken Wheel Ranch by Leonard Eisner
The Indian Fighters by William Kendrick
Buried Gold by Leonard Eisner
First Adventure at Sea by Ida R. Rifkin
Ten Great Moments in American History by Gordon Parker
First Men in Space by Sara Maynard Clark
Mary Elizabeth and Mr. Lincoln by Margaret Melchior Seylor
Adventure in Space by Sara Bulette
Follett Publishing Company, 1010 West Washington Blvd., Chicago 7, Ill.

## LIFE ADJUSTMENT

GUIDANCE SERIES BOOKLETS

About Marriage and You by Marjorie C. Cosgrove
About You by Marjorie C. Cosgrove
Getting Along in School by Bernice L. Neugarten
Make Your Study Hours Count by C. A. Gerken
Learning About Tests by Joseph C. Heston
You Can Read Better by Paul Witty
You Can Talk Better by C. Van Riper
Your Abilities by Virginia Bailard
Getting Along with Parents by Katherine Whiteside Taylor
Guide to Good Manners by Mary Beery
How to Get Along With Others by Bernice L. Neugarten
Life With Brothers and Sisters by Frances Ullman
Exploring the World of Jobs by Donald C. Kitch
High School Ahead by Lanier Hunt
Planning Your Job Future by Emery Stoops
What High School Can Do For You by Thomas Fitzgibbon
All About You by William C. Menninger, M.D.
Finding Out About Ourselves by Lester A. Kirkendall
Good Grooming for Boys and Girls by Patricia Stevens
Let's Talk About Honesty by Thadeus B. Clark
What You Should Know About Smoking and Drinking by Wm. W. Bauer, M.D.
You and Your Problems by Stanley E. Diamond
Your Problems: How to Handle Them by H. H. Rimmer and C. G. Hackett
Baby-Sitter's Handbook by Judy Flander
Dating Days by Lester A. Kirkendall
Getting Along With Brothers and Sisters by Frances Ullman
Growing Up Socially by Ellis Weitzman
Guide to Good Leadership by Kenneth Wells
How to Live with Parents by Gladys B. Jenkins
Looking Ahead to Marriage by Clifford R. Adams
Understanding Sex by Lester A. Kirkendall
Understanding the Other Sex by Lester A. Kirkendall
Ethics for Everyday Living by Mary V. Neff
What are Your Problems? by H. H. Rimmer and C. G. Hackett
What is Honesty? by Thadeus B. Clark
Science Research Associates, Inc., 259 East Erie Street, Chicago 11, Ill.

NATIONAL FORUM GUIDANCE SERIES

About Growing Up
Being Teen-Agers
Our School Life
Discovering Myself
Planning My Future
Toward Adult Living
National Forum Foundation, 608 South Dearborn, Chicago, Illinois
Once Upon a Dream by Patti Page
Popular Library Inc., 355 Lexington Avenue, New York 17, New York
Building Your Life by Judson T. Landis and Mary G. Landis
Prentice Hall Inc., David Burton, 2141 Carlisle Road, Oklahoma City, Okla.
Mind Your Manners by Betty Allen and Mitchell Pirie Briggs
J. B. Lippincott Company, Cy Holmes, 707 Browder Street, Dallas, Texas
About Yourself by W. W. Bauer, M.D.
Scott, Foresman Company, E. S. Jennings, 5917 N. W. 58th Street, Oklahoma City, Oklahoma
Teenage Living by Nell Giles Ahern
Houghton Mifflin Company, L. B. Peak, Box 269, Sulphur, Oklahoma

SERIES OF BOOKS IDENTIFIED AS SUITABLE FOR USE WITH RETARDED READERS

American Heritage Series
Aladdin Books, 55 Fifth Avenue, New York 3, New York
Thorndike Library
Appleton Crofts Inc., 35 West 32nd Street, New York 1, New York
Barnes Sport Library
A. S. Barnes & Co., 232 Madison Avenue, New York 16, New York

Air Age Series
American Farm Series
American Indian Books
Button Series
Children of Early Americans Series
Outdoors Adventure Series
Sailor Jack Series
The How Series
Tommy O'Toole Books
Cowboy Sam Series
Dan Frontier Series
Easy to Read Series
Jerry Series
Neighbors Around the World Today Series
Pioneer Series
Social Studies Readers

Benefic Press, 1900 Narragansett, Chicago 39, Illinois
Childhood of Famous Americans Series
Bobbs-Merrill Company, 1720 East 38th Street, Indianapolis 6, Indiana
True Book Series
Children's Press, Jackson Blvd. and Racine Ave., Chicago 7, Illinois
Musician's Biography Series
E. P. Dutton, 300 Fourth Avenue, New York 10, New York
Real Book Series
Garden City Books, Garden City, New York
First Reading Books (Dolch)
Basic Vocabulary Series
Pleasure Reading Series
Garrard Press, 119 West Park Avenue, Champaign, Illinois
Signature Books
Grosset and Dunlap, 1107 Broadway, New York 10, New York
Cadmus Books
Landmark Books
E. M. Hale & Company, 119 South Dewey Street, Eau Claire, Wisconsin
My Hobby Is Series
Hart Publishing Company, 670 Fifth Avenue, New York 19, New York
Teen-Age Tales Series
Walt Disney Story Books
D. C. Heath and Company, 285 Columbus Ave., Boston 16, Massachusetts
Let's Read
Holt and Company, 383 Madison Avenue, New York 17, New York
How to Series
Knopf, Alfred Inc., 501 Madison Avenue, New York 22, New York
Classics for Enjoyment
Laidlaw Brothers, Thatcher and Madison, River Forest, Illinois
The Classmate Editions
Lyons and Carnahan, 2500 Prairie Avenue, Chicago 16, Illinois
Aviation Readers
Unit Readers
Core Vocabulary Series
Macmillan Company, 60 Fifth Avenue, New York 11, New York
Junior Library Series
Morrow and Company, 425 Fourth Avenue, New York 16, New York
All About Books
Beginner Books
Random House, 457 Madison Avenue, New York 22, New York
Simplified Classics
Adaptations of Famous Books
Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Illinois
Initial Biography Series
Scribner's, 597 Fifth Avenue, New York 17, New York
Jim Forest Readers
American Heroes Series
Harr Wagner Publishing, 609 Mission Street, San Francisco, California

## TEACHING AIDS

Sources: (Catalogs Available upon request)

Dowlings Inc.
607 West Sheridan, Oklahoma City 2, Oklahoma

Beckley-Cardy
1900 N. Narragansett Avenue, Chicago 39, Illinois

Arts & Crafts Materials Corp.
321 Park Avenue, Baltimore 1, Maryland

McClurg, A. C. & Company
333 East Ontario Street, Chicago, Illinois

Continental Press, Inc.
2336 Harrington Street, Dallas 7, Texas

The Steck Company
P. O. Box 16, Austin 61, Texas

Brohead Garrett Co.
4560 East 71st Street, Cleveland 5, Ohio

Practical Drawing Company
P. O. Box 5388, Dallas 22, Texas

Denoyer-Geppert
5235 Ravenswood Avenue, Chicago 40, Illinois

George F. Cram Company
730 East Washington Street, Indianapolis 6, Indiana

A. J. Nystrom & Company
3333 Elston Avenue, Chicago 18, Illinois

Rand McNally and Company
P. O. Box 7600, Chicago 80, Illinois

## FREE MATERIALS

Educators Progress Service
Randolph, Wisconsin
Guide to Free Social Studies Materials
Guide to Free Science Materials
Guide to Curriculum — Elementary
Guide to Curriculum — High School
(The guides are available at cost)

## MAP PROJECT

The Following Map Project is given as an example of Curriculum guided toward vocational interests.

I. Purpose
To acquaint the students with the various occupations that surround them in the eight block area around Central High School and help prepare them for the Vocational Rehabilitation Senior High Project.

II. Method
A. Walk around each block and observe all of the various businesses and make a map of each block plotting each building.
B. Return to classroom and redraw maps and plot the map of the block on a large four by six foot brown paper map.
C. Discuss the various jobs that would be required to run the businesses on the block. Discuss the qualifications and pay of the various jobs.

III. Incidental Learning
A. May drawing
B. Directions
C. Traffic Safety

D. Learning about our community
   1. Cultural aspects
      a. Churches - example - guided tour of St. Lukes Methodist Church
      b. Various Municipal Buildings
      c. Foreign Automobile Dealer

E. Manners
   1. Learning how to get along in an outside situation.
   2. Learning to meet and talk to business men.
   3. Learning correct behavior in business houses we are visiting.
   4. How to conduct themselves in a church or public building.

F. Release of tension - Special Education students are usually tired or bored by fifth hour. This trip enables them to release their tensions and also lets the teacher release his.

IV. Places Visited

Cafe
Dry Cleaners
Bell Telephone
Auto Hotels
Filling Station
Fountain
Wholesale Department Store
Foreign Car Sales
Body & Fender Shop
Rubber Products Company
Antique Shop
Oil Lease Company
Baptist Church
Catholic Church
Motel under construction
Municipal Auditorium
City Hall
Federal Building
Post Office
School Supply Store
Paint Supply Company
Furniture Stores
Apartment Houses
Methodist Church
Federal Reserve Bank
Book Stores
C. R. Anthony Warehouse
Cadillac Agency
Public Bomb Shelters
Electrical Supply Shop
Auto Supply Store
Welfare Office
Radio Supply Store
Hotels
Grocery Store
Loan Companies